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STUDENT, PARENT, AND TEACHER ATTITUDES TOWARD THE PRE-EMPLOYMENT CLASSES IN THE EDMONTON PUBLIC SCHOOL SYSTEM, 1964-65

BY

DARREL EVERETT HUDSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

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ABSTRACT

There is much concern throughout the country over the number of young people leaving school before graduation and so various types of programs have been designed to encourage these young people to stay in school until they have acquired all the education of which they are capable. The Edmonton Public School System's pre-employment program was designed to provide continuing education for those children who would not or could not pass grade IX, and thus enter into the regular high school program. This study attempts to determine student, parent, and teacher attitudes toward this pre-employment program. The various areas considered are: general attitudes, pupil-teacher relationships, guidance, vocational preparation, academic level, and home-school communication.

The findings of this study indicate that the attitudes of these groups are generally favorable to the whole program and the various aspects of it. The former male students were the most critical, while the present female students were the most favorable. The aspect of the program that seemed to be the weakest was the home-school communication and the aspect that seemed to be the strongest was the high quality of the pupil-teacher relationships.

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CHAPTER I

INTRODUCTION AND PROBLEM

I. INTRODUCTION

On July 12, 1963 John F. Kennedy, President of the United States, sent a letter to the heads of governing boards of colleges and universities and head administrators for city and district school systems across the United States to ask for a renewed effort to persuade children to stay in school.[1] The letter was a result of the government's concern over the continuing large number of school dropouts in the United States. Actually the school's holding power is better now than it ever has been, but at the same time, the consequences of leaving school early are more serious now than ever before.[2] The unskilled jobs that were once filled by dropouts are rapidly disappearing and as a result twenty-five per cent of those sixteen to twenty-one years who had quit school before graduation were unemployed.[3]

Kastner says ". . . the evidence indicates that the dropout is the last to be hired; the first to be fired; the one to be unemployed

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[1]M. Bayley, "Renewed Effort to Solve the Problem of Dropouts, School Life, 46:11-16, December, 1963.

[2]Harris, Chester, W. (ed.). Encyclopedia of Educational Research, New York: The Macmillan Company, 1960.

[3]M. L. Thompson and R. H. Nelson, "Twelve Approaches to Remedy the Dropout Problem," Clearing House, 38:200, December, 1963.

the longest; the person least able to adapt to changing occupational requirements."[4] Gertrude Barber states, "clearly the schools must help those who otherwise will graduate with nothing to sell on the labour market."[5] Dan Schreiber feels that "The school dropout, given the irrevocable direction our society is taking, increasingly has no future."[6] Kastner also points to the tremendous loss in national and personal economic growth because of the dropout.[7] The dropout problem is not confined to the United States alone. It is a problem in Europe,[8] Russia,[9] and Canada.[10]

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[4]H. H. Kastner Jr., "School Dropouts and the National Economy," American School Board Journal, 148:11-14, April, 1964.

[5]Gertrude A. Barber, "Guiding the Low Ability Student," National Educational Association Journal, 50:38, March, 1961.

[6]Dan Schreiber, "The Dropout and the Delinquent: Promising Practises Gleaned from a Year of Study," Phi Delta Kappan, 44:217, February, 1963.

[7]H. H. Kastner, op. cit., pp. 11-14.

[8]H. G. Evans, "An Examination of the Causes of Premature and Early Leaving," British Journal of Educational Psychology, 32:205-206, February, 1963.

[9]F. F. Korolov, "Ways and Means of Overcoming Repeating and Dropouts," Soviet Education 4:51-59, August, 1962.

[10]Curriculum News Letter, Alberta Department of Education, Fall 1961.

II. THE PROBLEM

Background

In the Edmonton Public Schools in 1960 the pre-employment program was started to provide a year of job-oriented education for students who were potential school dropouts. The students were overage boys and girls from grades VII or VIII whose chances of ever passing grade IX were very small. There were forty-two students in the initial year and because of the apparent success with these students more came into the program in each of the succeeding years. In September of 1964 over 180 students registered in nine pre-employment classes.

Statement of the Problem

The problem was to study the attitudes toward the pre-employment program in the Edmonton Public School System in the 1964-65 school year, of the following four groups:

1. The present first year pre-employment class students;
2. The parents of these students;
3. The teachers of these students;
4. Former students in the pre-employment classes.

The study was concerned with three major problems:

1. What are the attitudes of students and their parents toward the pre-employment program?
2. Are these attitudes dependent on certain aspects of the program?
3. What do teachers and former students feel are the strengths and weaknesses of the program?

Sub-Problems

These three major problems were divided into the following sub-problems in order to give a more detailed picture of attitudes toward the pre-employment program:

1. To what extent are the attitudes of present students and their parents favorable to the pre-employment program?
2. Do attitudes of parents and students differ?
3. Do attitudes of male and female students differ?
4. Do attitudes of parents of male and female students differ?
5. To what extent is the group socio-economically homogeneous?
6. If the group is not socio-economically homogeneous, are attitudes dependent on socio-economic status?
7. What features of the pre-employment program seem to be independent of general attitudes?
8. To what extent do teachers favor this program?
9. What do teachers feel are the strengths and weaknesses of this program?
10. To what extent do former students favor this program?
11. What do former students feel are the strengths and weaknesses of this program?
12. How favorably do parents and students feel this program compares with regular school programs?
13. What are the feelings towards future plans for the pre-employment program?

Need for the Study

Harold C. Hand states that the superintendent ". . . is fully aware of the fact that he needs to be reliably informed of how the parents of the community feel toward the schools. . . . He knows that only as he is reliably so informed can he create a public opinion conducive to the betterment of the schools."[11]

It is assumed that as Hand's statement applies to the superintendent and the school system, it also applies to a particular program within a school system and to those who direct that program. Thus, it is important for those who are concerned with pre-employment classes to know how the students and their parents feel about this program.

Whether the attitudes of parents are favorable or unfavorable it is still important to know what aspects of the program determine these attitudes. Are they based on one or two aspects of the program or on the entire program?

It is important to know if attitudes are dependent on, or related to, certain external conditions such as sex of the student or the socio-economic status of the family, or to certain internal conditions such as pupil and teacher relationships, guidance, vocational preparation or academic level. One important aspect of the study was to determine whether this program was acceptable to all who needed it or just to some particular group.

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[11] H. C. Hand, What People Think About Their Schools, New York: World Book Company, 1948, pp. 219.

Attitudes of pupils toward a school program are important, especially in the pre-employment program where so much depends on pupil satisfaction. A determination of these attitudes through this study will provide some indication of the extent and source of approval or disapproval. It must be kept in mind that unfavorable attitudes do not necessarily mean a weak program. Parents may have unfavorable attitudes because they are uninformed and students may have unfavorable attitudes because of the attitudes prevailing in the home.

Up to this point in the development of the pre-employment program no general study has been made to determine its strengths and weaknesses. This is necessary before the program develops much further and, therefore, the present study seems to be particularly appropriate at this time.

Definition of Terms

1. Pre-employment program: This is the Edmonton Public School program as described in Chapter Two.
2. Student: A child who regularly attended a first year pre-employment class in the Edmonton Public School System during the year 1964-65.
3. Parent: A parent or guardian of a student.
4. Former Student: A person who completed at least one year of pre-employment training.
5. Teacher: A teacher who worked with a first year pre-employment class during the 1964-65 school term.

Limitations and Delimitations

This study examined the feelings of the students who were in the first year of the pre-employment program in the year 1964-65, and of their parents and teachers and also of the former first year students in the pre-employment program.

The limitations of the study resulted from the three following factors:

1. The weakness in the four instruments used to secure feelings on the various aspects of the pre-employment program;
2. The reluctance of the respondents to indicate their true feelings;
3. The information was gathered during the last two months of the school year and some of the students who started the program had dropped out. There were probably varied reasons for leaving and possibly some involved dissatisfaction with the program. No record of attitudes toward the pre-employment program was available for such students and thus the scope of the study was limited in this way.

Collection and Analysis of Data

Collection of data. The four instruments used were patterned after the questionnaires presented by Hand.[12] Most items consisted of a question related to feelings about a certain aspect of the program

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[12]Ibid., pp. 153-217.

and a choice of four responses. The responses were generally constructed to accommodate to four types of feelings: (1) strong satisfaction, (2) mild satisfaction, (3) mild dissatisfaction, (4) strong dissatisfaction. Questions seeking general information about the respondent and asking for free responses were also included.

The Inventory of Pupil Opinion and the Inventory of Parent Opinion were basically similar with questions worded to suit the respondent. The areas of investigation were:

1. Personal data;
2. Pupil-teacher relations;
3. Guidance;
4. Vocational preparation;
5. Academic level of courses.

The parents' questionnaire included, in addition to these five areas, items concerning home-school communication.

The Former Student Inventory asked for certain personal data, then examined areas of possible growth such as attitudes toward learning, work habits, "growing-up" and help for present job. Six free-response questions were asked. These were intended to give those with strong feelings an opportunity to express them.

The Inventory of Teacher Opinion was also concerned with certain areas of student growth. Along with this, however, was the attempt to discover the main purposes of the pre-employment program and its major strengths and weaknesses as seen by teachers. Copies of all questionaires are given in the Appendix, page 103.

Method of administering questionnaires. It seemed desirable to be able to connect a student's inventory with that of his parent. With this is mind a "pin-hole" identification was used. The matched parent and pupil inventories were placed in the same envelope. When the writer visited each class to administer the inventory each pupil was given an envelope. The student took out the pupil inventory, completed it as directed by the writer and handed it in. The envelope with the parent inventory was taken home, filled in by the parent, and then returned to the teacher by the student. These were later collected by the writer. Usually the teacher filled out the teacher inventory while the writer was working with the class.

A list of former pupils was collected from all the schools where pre-employment classes had been held. These names were checked in the telephone directory to verify addresses. Of the more than two hundred names received, addresses were verified for 165. Questionnaires were sent to these 165 students and 78 were returned for a return of about 47 per cent.

Analysis of data. The information from each questionnaire was transferred to a data sheet for easier handling. The responses to each item were counted and the total results recorded on an original questionnaire. Tables were compiled to show the results in the following areas:

1. General attitudes;
2. Pupil-teacher relationships;

3. Guidance;

4. Vocational preparation;

5. Academic level of courses;

6. Home-school communication.

The number of responses were shown for each group on the separate questions in each of the above areas, and percentages were calculated so that comparisons could be made.

III. OVERVIEW OF THE THESIS

The remainder of the thesis is organized into five chapters. Chapter II reviews literature related to the drop-out problem. This includes causes of dropouts and attempted solutions to the dropout problem. The major portion of the chapter is devoted to a review of non-academic high school programs used in various Canadian educational systems to help prevent the high incidence of early school leaving.

Information for this study was gathered from parents, students, and teachers and Chapter III presents information on these groups. Chapter IV analyzes the questionnaires returned by the students and their parents to determine the attitudes of these groups toward the Edmonton pre-employment program.

The former student and teacher inventories are analyzed in Chapter V in an attempt to determine the effectiveness of the program. Chapter VI presents a summary of the findings and the conclusions.

CHAPTER II

RELATED LITERATURE

I. DROPOUT STUDIES

Causes of Dropouts

Though a great deal of research has been done on the reasons given for school dropouts, it has been difficult to get at the real causes of quitting and many researchers have been content to isolate related factors. Hohol indicates a relationship between economic status and dropping out of school.[1] Becoming overage because of retardation, average intelligence but low marks and poor pupil and parent attitudes toward education are other important factors usually mentioned. Williams found that more than half the dropouts, in his study of dropouts in the State of Maryland, were from families in which the occupation of the head of the household was relatively unstable and in the lowest income bracket and that about forty-five per cent of them were reading at a sixth grade level or below. Lack of interest and lack of success accounted for more than half the reasons given for dropping out.[2]

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[1]A. E. Hohol, "Factors Associated with School Dropouts," Alberta Journal of Education Research, 1:9, March, 1955.

[2]P. V. Williams, "School Dropouts," Journal of the National Education Association, 52:10-12, February, 1963.

Havighurst and Stiles describe alienated youth as those who "are somehow alien to the larger society." For some reason they have been unsuccessful in school, social behavior or job performance. They have found that:

> Most alienated youth come from low income homes, most of them fall into the I.Q. range 75-90; almost all drop out of school at age sixteen or before; they tend to come from broken homes; or homes which are inadequate emotionally and culturally. Yet this is not simply a group of low economic status and I.Q.; two-thirds of working-class children do satisfactory work in school, as do two-thirds of children with below average I.Q.'s.[3]

Thompson and Nelson summarize the characteristics of dropouts as follows:

1. Age sixteen;
2. Poor relationship with teachers;
3. Shunned extracurricular activities;
4. Retardation of at least two years;
5. Parents have poor attitude toward education.[4]

John Porter indicates the following identifying characteristics of the dropout:

1. Lacks skills which prevent him from holding an after-school job;
2. Resides more often in a homogeneous area of low socio-economical status;
3. Socially immature;

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[3]Robert J. Havighurst and Lindley J. Stiles, "National Policy for Alienated Youth," Phi Delta Kappan, 42:284, April, 1961.

[4]Thompson, op. cit., p. 201.

4. Seldom participates in extracurricular activities;

5. Academically below average - a poor reader;

6. If not below average he dislikes the school situation;

7. Value system tells him to reject school, self, and competitive situations;

8. Does not see education as a means of vocational success;

9. Parents are indifferent to school.[5]

J. R. Ellingston states that the most significant factors behind dropouts were the low socio-economic and cultural status of the family.[6] He indicated that one study of a Midwestern town found that eight out of nine dropouts came from the lowest economic class.

In a study of eighty-one schools in the Northeastern States, Young found a high correlation between the drive to complete high school and the acceptance of high socio-economic values.[7]

The previous studies generally show the following factors associated with dropouts:

1. Low socio-economic status;

2. Average or below average ability - low achievement;

3. Poor attitudes toward education of both parents and pupils;

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[5]J. W. Porter, "Some Identifying Characteristics of Dropouts," Minnisota Journal of Education, 44:15, September, 1963.

[6]J. R. Ellingston, "Unemployment and Unfilled Jobs: a Dropout Paradox," Minnisota Journal of Education, 44:9-10, September, 1963.

[7]N. Young, "Community Program to Improve School Holding Power," Clearing House, 38:503, April, 1964.

4. Low reading ability;

5. Dislike for school;

6. Overageness;

7. Low participation in extra-curricular activities.

Attempted Solutions

One of the earliest major attempts to reduce the number of dropouts was New York City's Higher Horizons program.[8] This program involved three important aspects; guidance for every child, an extensive program of cultural enrichment, and greater attention to the involvment of the parents. This program was considered so successful that it was adapted by other cities for their own use.

The state of New York started a program called School to Employment Program or STEP.[9] Potential dropouts in seven of the largest cities participated. They attended school during one part of the day and received work training in various public buildings during the second half of the day. They were paid seventy cents per hour out of state funds.

McKinley High School in St. Louis developed a work study program on a Ford Foundation grant.[10] It was found that the actual rate of dropout in the program was 11.6 per cent. In a matching group the

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[8]Schreiber, op. cit., p. 217.

[9]Ibid., p. 218.

[10]Ibid., p. 219.

rate was 35.2 per cent. In Lone County, Oregon, during the summer of 1961, twenty potential dropouts worked on full scale Forestry Department projects.[11] These crews were reported to do more work than adult crews and all returned to school in the fall.

Gertrude Barber feels that, "We must find ways to help those who are low in native ability to build up the characteristics which employers value, such as reliability, responsibility, punctuality, organizational loyalty and cooperativeness."[12] She suggests two practices to achieve these aims: have business, labor and industry leaders talk to the students and schedule student visits to local industrial and business places.

Thompson and Nelson suggest twelve approaches to remedy the dropout problem. Among these are: (1) cooperative approach between school program planners and industry, to develop work-study programs; (2) increase in special services such as guidance and; (3) importance of teachers who have an understanding of interpersonal relationships with students.[13]

President Kennedy's letter, referred to in Chapter I, brought a great flurry of activity on the dropout problem. Bayley reports on nearly fifty different plans started in response to this letter.[14]

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[11] Ibid., p. 220.

[12] Barber, op. cit., p. 38.

[13] Thompson, op. cit., p. 202.

[14] Bayley, op. cit., pp. 11-16.

In these plans the following five basic ideas were used in various combinations:

1. Counseling of students and parents;
2. Special studies leading to curriculum change;
3. More flexible student schedules;
4. Improved teaching methods;
5. Development of new technical and vocational education courses.

II. CANADIAN SOLUTIONS

In the last few years Canadian educators have taken steps to provide programs for the non-academic student. These steps have followed at least two patterns: (1) the non-academic high school pattern, and (2) the program for continuing education beyond junior high school level for those who cannot gain entrance to high school. Among these latter programs are the Ontario Occupational Program, the British Columbia Occupational Program, the Calgary Junior Academic-Vocational Program, the Jasper Place Pre-Employment Program, the Edmonton Separate School Pre-Employment Program and the Edmonton Public School Pre-Employment Program. The following sections describe each of these programs.

Ontario Occupational Program

In Ontario an occupational program has been set up at the provincial level and is under the direction of a provincially appointed Inspector of Occupational Programs. The students who enter this program have barely passed grade eight or have spent a year in grade eight but have not succeeded in passing it. These students are slow learners

and continue their education in occupational classes in the regular high school. Here the emphasis is on vocational and citizenship training. The Toronto schools of Castle Frank, Bickford Park and Brockton are specially designed for the occupational students.

Prospective students are recommended by their principals and must have the sanction of their parents. All applicants are screened carefully as to character and desire and must meet the following qualifications:[15]

1. Have reached their fifteenth birthday by December 15th of the current year;
2. Have spent one full year in grade VIII;
3. In the opinion of the elementary school principal will be likely to benefit more from instruction in this type of school than from a repeated year in grade VIII.

In general, I.Q.'s of these students range from 80 to 95. However, I.Q. is not a strong determining factor in placement. Parkway Vocational School for Boys and Eastdale Vocational School for Girls are for the educable retarded students with I.Q.'s generally in the 60 to 80 range. In the above cases the students generally devote half their time to vocational education and half to general education. In most cases the general education is adapted to the needs of the students in their vocational choice and to citizenship training.

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[15] R. E. Shaul, "Castle Frank School," (Mimeographed.) November 28, 1963.

At St. Catharines, Ontario, occupational students are not placed in a separate school but are accommodated in the existing high schools.

> This is a two-year programme of diversified occupations which will occupy at least 50 per cent of the student's time. It is planned for selected students of grade VIII who have passed their fifteenth birthday and who have been unable to gain promotion from grade VIII. These "transferees" will be given such training as they may need to gain employment in some definite line of work, not a skilled trade. Parental consent will be required for admission.
>
> The content of the academic subjects will be carefully selected and adapted to the needs of the students. Since the primary purpose of this programme is to provide suitable education and training which will assist the pupils in becoming useful citizens of the community, emphasis will be placed on developing good personal traits with respect to appearance, honesty, punctuality, responsibility and willingness to co-operate with others.
>
> The practical work for boys will consist of a combination of small engine repairs, service station help, gardening, masonry, and possibly merchandising and restaurant services. The practical work for the girls will consist of a combination of clothing (sewing, etc.), merchandising, restaurant and motel services.[16]

At Scarborough, Ontario, the Bendale Vocational School provides vocational training for these same kinds of students. A student must be fifteen years old, have spent one year in grade VIII and be recommended for the program. Half of the time is spent in vocational training. During the year each student spends two weeks in an actual work situation. This work experience is authorized by the Ontario Department of Education and most of the other schools are using it or will be using it when their programs become more settled.

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[16] E. S. Gish and J. Perry, "Report on Vocational Schools Visited in Ontario and the United States," (mimeographed.) May 4-22, 1964.

It is noted that the requirements for all of these programs except those at Parkway and Eastdale are the same and that they all seem to have a common purpose. This is to provide job training for the slower learners who would not gain entrance to the regular high school, and along with this training, to give help and assistance in developing good citizenship qualities and in personal matters such as appearance, honesty, punctuality, responsibility and willingness to cooperate.

British Columbia Occupational Program

British Columbia has attempted to give some guidance to projects designed to meet the needs of a special group of pupils unable to benefit from the regular program in the secondary school. The guidance is in the form of a Division of Curriculum publication entitled, "Occupational Programme, 1964." The following are the aims and philosophy of this programme as they appeared in this aforementioned publication.

> The educational aim of this programme is to equip certain young people with useful skills and knowledge necessary for early entry into the occupational and general life of the community. The administrative aim is to provide an improved educational service for pupils whose school history and record of school achievement indicate that they will be unable to profit from the regular school programme. Educationally and administratively the programme is directed toward the following:
>
> 1. Giving pupils practical preparation for successful employment in tasks which are in keeping with their abilities;
> 2. Providing the opportunity for giving a practical application and remedial emphasis to teaching for the development of proficiency in the use of basic communication and computation skills;
> 3. Providing incentives and direction for the development of desirable attitudes and useful personal characteristics and habits of work;

It is noted that the requirements for all of these programs [illegible] objectives are the same and that they [illegible] seem to have a common purpose. This is to provide job training for the school leavers who would not gain entrance to the regular high school, and along with this training, to give help and assistance in developing good citizenship qualities and in personal matters and [illegible]

British Columbia Government I

British Columbia has attempted to give some guidance to programs designed to meet the needs of a special group of public [illegible] to benefit from the regular program in the secondary school. The [illegible] in the form of a Division of Curriculum publication entitled "Occupational Programs, 1964." The following are the aims and [illegible] of this programme as [illegible] in this [illegible]

[illegible]

This programme is to equip certain young [illegible] and knowledge necessary for early entry [illegible] and general life of the community. The [illegible] is to provide an improved educational service [illegible] history and record of school achievement [illegible] will be useful to profit from the regular school [illegible] and administratively the programme is [illegible]:

1. [illegible] for assessment [illegible]
2. [illegible] for the development of [illegible] communication and communal [illegible]

4. Providing in the most effective way possible selected information essential to the pupil in matters concerning health, safety, leisure time, and citizenship.[17]

From these aims, certain general principles may be derived to guide administration procedures, curriculum development and teaching.

Occupational aspects. The program is seen as a terminal course, where, at the end of two or three years, the student will leave and enter employment. It should consist of training in a wide range of unskilled or semi-skilled occupations and is not intended as an intensive training for one specific job. Work experience in the second and third year is to be an integral part of the program. This will be part-time or temporary employment with the educational objectives of developing attitudes, skills, and understandings in the actual working situation. Job placement is not the school's responsibility but the school can provide assistance to both students and prospective employers. The program is to be based on the needs of and opportunities in the community and a close relationship must be maintained between the school and employers. A follow-up study is required to determine the effectiveness and improvements needed.

Educational aspects. The program should be essentially a practical, three-year terminal program where transfer to other programs is possible in exceptional cases. The curriculum content should encourage and provide for increasing levels of achievement. It is

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[17]Occupational Programme, Division of Curriculum Publication, British Columbia Department of Education, Preliminary Edition, 1964.

expected that this program will be a regular part of the secondary school curriculum and that these students will be integrated into the regular life of the school.

Pupil selection. The pupils selected for the Occupational Program will be those who can benefit more from this type of program with different aims, content, and teaching methods than from a regular secondary school program. The following selection criteria are used:

1. Retarded two years by the end of grade VI or VII and at least fourteen years of age;
2. Consistant low achievement in the upper elementary grades;
3. Low ratings on scholastic aptitude tests;
4. Evidence of creating in the student interest in a program leading to employment;
5. Parental consent.

Class organization. In general, it is anticipated that the class enrollment will be twenty. This is small enough to allow for individual work, yet large enough not to cause an overload in other areas. The occupational classes will be accommodated in the regular high school and where enrollment is large enough, a limited amount of departmentalization could be applied. It is recognized that the teachers of these classes should have freedom to work with their classes in trying out better methods of teaching.

The first year should be used to make a careful assessment of academic and occupational potential of the pupils. In the second year

the students continue developing academic skills but should also select certain possible occupations and develop general skills in these areas. Throughout the whole program, pupils should consciously learn:

1. To get along with other people - the public, fellow workers, employers;
2. To carry out directions accurately;
3. To accept criticism and to profit from advice;
4. To become a dependable and trustworthy person.

Another important aspect of the program is the work experience. Most pupils in the second year participate in a work experience selected by the school guidance facilities in consultation with the parents and pupil. This is a vehicle of instruction which is evaluated carefully to make certain that the experience is worthwhile. Employers submit brief written reports to the school on the student's progress.

The following are some enrolment statistics:

Occupation Program I	1962-63	2,197
	1963-64	2,243
	1964-65	2,145
Occupation Program II	1962-63	966
	1963-64	1,970
	1964-65	1,727
Occupation Program III	1962-63	none
	1963-64	488
	1964-65	1,359

In the school year 1963-64 a total of 1,103 pupils from seventy-two schools and forty-six districts spent a total of 117,167 hours in work experience. A total of 1,032 businesses cooperated in this program

and represented one hundred thirty-three different types of agencies. On the average a pupil spent 41.53 hours with each employer and worked for 2.56 employers.[18]

Calgary Junior Academic - Vocational Program

> Junior Academic-Vocational is a carefully planned three-year program for boys and girls arriving at the junior high school level who have had little success in the elementary grades. Emphasis is placed on personal growth, the study of academic subjects and the application of these to the development of general vocational skills.
>
> The Junior Academic-Vocational Program is a blending of formal academic with practical education.
>
> All children are different. Each is an individual with his own physical, emotional, and intellectual capacity. His attitudes, aptitudes, interests, and behavior are a reflection of these capacities as related to the measure of success of personal recognition he has received.
>
> Because of these individual differences all children cannot profit equally in a purely academic program. Some will be more interested in the HOW rather than the WHY. Such children have a real need for vocational education in conjunction with the practical application of basic academic knowledge.
>
> These are changing times and educational systems must meet the challenge by meeting the needs of all boys and girls.
>
> Hence, the Junior Academic-Vocational Program.[19]

This program was started in Calgary in September, 1963, with 250 pupils in level one or grade VII. In September, 1964, these 250 were in level two and another 250 were enrolled in level one. By September,

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[18]British Columbia Department of Education, Curriculum Circular, October 29, 1964. p. 3.

[19]Calgary Public School Board, JAV, A Brochure Prepared by the Calgary Public School Board giving information on the Junior Academic-Vocational Program (Calgary: Calgary Public School Board, 1965.)

1965, it was anticipated that there would be approximately 250 students in each of the three levels. This kind of education is considered so important that two special schools are being planned in Calgary to accommodate these people.

The students for these classes are carefully selected using the following criteria:

1. A maximum score of 25 per cent on the Stanford Battery or a score of 90 on the WISC individual test;
2. Low performance in the first six grades;
3. At least seven years in the first six grades;
4. Minimum age of twelve years, eight months in September;
5. Selection is made by the elementary school principal who interviews parents and students;
6. Both parents and students must give their consent.

In the three levels of the Junior Academic-Vocational Program a basic academic core is taught. The subjects are mathematics, science, social studies, language, literature, reading, writing, spelling, physical education, and group guidance. Students are given a choice of art, crafts, music, and drama. As much as possible the academic subjects are offered from a concrete rather than an abstract point of view.

In the vocational segment of the program students may choose from several practical studies:

Boys

1. Business and Merchandising;
2. Service Station Operation;
3. Landscaping and Gardening;
4. Food Preparation and Service;
5. Carpentry and Building Construction;
6. Building Maintenance and Small Motor Repair.

Girls

1. Home Care of the Sick and Child Care;
2. Home Maintenance and Management;
3. Food Preparation and Service;
4. Business and Merchandising;
5. Beauty Culture;
6. Sewing.[20]

It is hoped that the students will spend more time in the vocational areas in the third year than they do in the first. The present plan is for the students to spend one-quarter of their time in the first year studying in six vocational areas, one-third of their second year in four areas and one-half of their time the third year in two areas. In this way their choice of specialty will be made after some experience with many areas.

Although the program has not reached this point in its development, the question "after level three what?" needs to be answered. At the present there are four possible answers and each of them may be suited to a certain group of students.

1. There may be provision for a fourth year for those who need it;
2. Entrance into the world of work;

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[20] Ibid.

3. Promotion to the senior academic-vocational program on the recommendation of the JAV principal;

4. Crossover to grade IX in the regular junior high school program.

Objectives. Young people must be prepared to meet fast-changing conditions in the modern world. The Junior Academic-Vocational program is designed to help them adjust and adapt to these changing conditions.

A threefold objective has been set for the program.

TO GIVE BALANCE - ACADEMIC PLUS PRACTICAL

The aim here is to balance STUDY with TRAINING - to match MENTAL ACTIVITY to PHYSICAL ACTIVITY.

The program has been carefully planned for youngsters who are able to absorb not only a good basic academic education, but also are capable of acquiring generalized training in the manipulative skills.

Academic skills are stressed throughout the program, but in addition, opportunities are provided for sound basic training in many vocational areas.

TO AID PERSONAL DEVELOPMENT

A strong effort is made to help each boy and girl to achieve a personal development he might not attain in other circumstances.

Generally, the program attempts to give sound psychological preparation to meet life on a practical basis.

More specialized guidance and counselling services will be available to assist pupils with specific problems.

This program aims to develop good attitudes and habits of work and study, to arouse interest and build confidence, and to develop those personal qualities which are so essential for success in the adult world of work.

TO INCREASE EMPLOYMENT OPPORTUNITY

The program, because of its special design, improves opportunity for later employment.

In the development of this program surveys were made to determine employment opportunities in the Calgary area. From these studies courses were designed to provide the basic skills required

to facilitate entry into many areas in the broad field of the service occupations.[21]

Jasper Place Pre-Employment Program

The pre-employment program has been in operation in Jasper Place since 1961. The classes have been located at the Jasper Place Composite High School where the students receive the help of guidance counsellors and specialists in home economics, industrial arts and business education. The students are encouraged to participate in the regular high school extra-curricular program.

The objectives of the program are:

1. To develop self-confidence;
2. To develop good attitudes toward society;
3. To develop proper work habits;
4. To teach effective computational and communicational skills;
5. To provide an opportunity for students to obtain some basic vocational skills.[22]

Curriculum. A two-year curriculum has been developed to be broad enough to permit flexibility of organization and instruction and yet specific enough to ensure the accomplishment of the fundamental objectives for these classes. The students are integrated with the regular high school classes where possible.

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[21] Ibid.

[22] Jasper Place Composite High School Pre-Employment Registration Booklet, 1964-65.

A. Some special features of the program are:

1. The curriculum is basically ungraded; each student begins at his or her present actual level in the basic subjects and proceeds to work from there on.
2. Part-time employment is encouraged and instruction time may be shifted for the benefit of students leaving earlier in the afternoon for employment. Full-time employment may be undertaken after June 1st.
3. While a grade IX diploma is desirable, students may be admitted without one.
4. Most students should, in the course of two years, be able to qualify for a Trades and Services diploma; others may require three years.

B. Criteria for Enrolment:

1. Candidates must be at least sixteen years by September.
2. Candidates must be within the low average range of ability.
3. Candidates' achievement must be low in all or most subjects.
4. Students who are serious emotional or discipline problems will not be eligible for enrolment.
5. Each student who enrolls for the two-year program must have the parents' consent.[24]

The academic courses include language, reading, guidance, mathematics and science in the first year, and language, reading, and guidance in the second year. Vocational courses are available in clerical practices, commercial cooking, domestic science, sheet metal, pipe trades and carpentry.

Edmonton Separate School Pre-Employment Program

An Edmonton Separate School Pre-Employment outline gives the history of the program in this way:

The Pre-Employment Program was started at St. Basil's school in 1958 for students 16 years of age or over who had not completed the

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[23] Ibid.

junior high school program. Since it was found that many of these students had by no means reached their peak, a second year was added making it a two-year terminal program to prepare low-achievers for employment.

In 1961, a corresponding program was developed for students approximately 14 years of age who had spent seven or eight years in the first six grades. This class was called Transition 7. A second year, called Transition 8, was added to bridge the age-gap between Transition 7 and the Pre-Employment Program.

In the future, Transition 7 classes will continue to be operated at various locations throughout the school system as a remedial program and as a screening device for a three-year terminal program starting with Transition 8. In this way the Edmonton Separate School Board is developing a special secondary route which will eventually be identified as Pre-Employment 1, 2, and 3.[24]

A basic conviction of the program is the worthiness of each individual and the stated purposes of the program are to:

1. Rebuild the student's confidence in himself;
2. Restore his sense of personal worth;
3. Foster an appreciation of the dignity of labour.[25]

Transition 7 acts as a screening device for admission to the Pre-Employment Program. However, a student may enroll in the Pre-Employment Program without first having attended Transition 7.

Enrolment. Enrolment in this special secondary route is on a purely voluntary basis. On the recommendation of teachers, information sheets and application forms are sent to students at their homes so that they may discuss the program with their parents. Enrolment meetings are held in June so that students and parents may be fully informed regarding the nature and purpose of the program. All applications must have the approval of parents or guardians.[26]

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[24] Edmonton Separate Schools Pre-Employment Program, Tentative Curriculum Outline, 1964-65, pp. 1-2.

[25] Ibid.

[26] Ibid.

Edmonton Public School Pre-Employment Program

The Edmonton Public School system, following the lead of the Edmonton Separate School system, started a one year terminal program for potential junior high school dropouts.

In 1960, at King Edward School, two special classes were instituted; one with twenty girls and the other with twenty-two boys. These were called pre-employment classes and in them the students studied English, social studies, arithmetic, typing, science, industrial arts and home economics, physical education, and student government in a job-oriented environment. The students worked with their home-room teachers in all subjects except typing, physical education and shop courses. Each started at his own level and progressed from there at his own rate. Emphasis was placed on the general skills and attitudes that would help the child secure and hold a job. During the year visits were made to several manufacturing, industrial, and business firms and several guest speakers were invited into the classroom.

For the next three years two classes a year were added so that by the 1963-64 term there were eight pre-employment classes in four junior high schools.

In 1964-65 there were nine classes in five junior high schools. Because many of these students were showing marked progress in the program, it was felt that they could profit from a further one or two years of training. To experiment in this area the McKay Avenue Laboratory School was opened in September of 1964. There were 120 pupils enrolled

in six classes. Most of these students had been in pre-employment classes during the previous year. Some were grade IX failures.

In 1965-66 there were still nine pre-employment classes operating as in previous years. At McKay Avenue Laboratory School the enrolment had increased to 240. Most of these were Pre-Employment I students from the previous year. Some were grade IX failures and forty were students held over from the previous year to be given a third year of training.

The stated objectives of the program are:

1. To prevent the high incidence of dropouts from our junior high schools by students who were not suited to the existing academic program.
2. To rehabilitate students who were developing anti-social behavior patterns due to frustrations encountered in regular classes.
3. To encourage students to set realistic goals of achievement and to assist them through further education to develop their potential in order to attain these goals.
4. To develop in students a sense of:
   (a) self reliance and self respect;
   (b) responsibility;
   (c) good work habits and attitudes.
5. To provide pre-vocational training in large general areas. The main purposes of these vocational oriented programs are:
   (a) To provide students with an opportunity to sample work in different general areas without training them for any specific job.
   (b) To provide learning situations wherein students will develop attitudes of responsibility and come to realize the importance of acceptable social behavior in getting and in keeping jobs.
   (c) To serve as the magnetic force that will keep students in school where their academic potential can be fully developed.

<u>Selection criteria</u>

1. Candidates must be at least fifteen years of age by September.
2. Students who have serious emotional or discipline problems will not be eligible for enrolment.

3. Enrolment is by application only, signed by the student and his parents.
4. Candidates must have a history of low academic achievement.
5. Students who have failed grade nine will be eligible to enter the first or second year of the program depending on their social development.[27]

Summary

Studies point out that low socio-economic status, low achievement, poor attitudes toward education, low reading ability, overageness, and a dislike for school are factors associated with dropping out of school. In the United States attempts have been made to decrease the number of school dropouts by improving student counseling services, changing the curriculum, providing flexibile student schedules, improving teaching methods and implementing new technical and vocational courses.

In Canada many of the attempts to decrease the number of dropouts have centered on technical and vocational programs. Some of these programs are in full operation now and others are still in the early stages of development. All involve the combination of vocational and general education for those whose past school record shows a lack of academic success. The age at which students enter the programs varies from about thirteen years to sixteen years, but other than age the selection criteria are similar in all programs. It is noted that parental consent is needed in all cases. The aims of these programs vary to some degree but all seem to be trying to provide for the student: (1) continued general education, (2) broad vocational education, (3) growth in citizenship and (4) development of good personal character traits.

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[27]Pre-Employment Program, Edmonton Public School Board (Mimeograph).

CHAPTER III

THE SAMPLES

This study is based on the opinions of 341 individuals made up of 137 students, 114 parents, 78 former students and 12 teachers. Each group responded to separate, specially designed opinion inventories.

Students

Approximately 155 students registered in the Pre-Employment I classes in September of 1964. By May of 1965 a number of these students had left school but a total of 137 students responded to the inventory on pupil opinions.

Age. Table I shows the ages of these students. There were seventy-eight boys and fifty-nine girls ranging in age from fifteen to eighteen years. Thirteen per cent of the boys were fifteen years of age, 57 per cent were sixteen, 24 per cent were seventeen, and 6 per cent were eighteen years of age. The average age was 16.2 years. The average age of the girls was 15.9 years. Twenty-seven per cent of the girls were fifteen years of age, 56 per cent were sixteen, 15 per cent were seventeen, and 2 per cent were eighteen years of age. This shows that a majority of girls were fifteen and sixteen years old and a majority of boys were sixteen and seventeen years old. Boys in the pre-employment classes tended to be older than the girls.

Guardianship. Table I also shows the number of pre-employment students who lived with mother, father, both, or with a guardian. The table shows that 78 per cent of the boys and 76 per cent of the girls lived with both parents. Eighteen per cent of the boys and 17 per cent of the girls lived with their mother and none of the pupils lived with the father alone. Two boys and four girls lived with a guardian. One of the boys did not respond to this question.

Last grade. Students can enter the pre-employment program after grade VII, VIII, or IX. Table I shows the last grade the pupil was in before entering the program. Twenty-two boys out of the seventy-eight, or 28 per cent, had been in grade VII. Only eight girls, or 14 per cent of the fifty-nine female students, came to the pre-employment program from grade VII. Fifty-nine per cent of the boys and 64 per cent of the girls had been in grade VIII before entering the program. Ten per cent of the boys and 22 per cent of the girls came to the pre-employment program after taking grade IX. This shows 14 per cent more boys coming from grade VII and 12 per cent more girls coming from grade IX.

Intelligence quotient. The I.Q.'s of the pupils in the pre-employment program are also shown in Table I. This information was submitted by the pre-employment teachers for the McKay Avenue Laboratory School records early in the 1964-65 term. Since some of these students left the program before this study was made, the total number of students upon whom I.Q.'s were reported, is higher than the actual

TABLE I

DISTRIBUTION OF STUDENT SAMPLE ACCORDING TO SEX, AGE, GUARDIANSHIP, LAST SCHOOL GRADE ATTENDED, AND I.Q.

		Male		Female	
		No.	%	No.	%
Age	15	10	13	16	27
	16	44	57	33	56
	17	19	24	9	15
	18	5	6	1	2
Guardianship	Mother-Father	61	78	47	76
	Mother	14	18	10	17
	Father	0	0	0	0
	Guardian	2	3	4	7
	Not Stated	1	1	0	0
Last Grade Attended	VII	22	28	8	14
	VIII	46	59	38	64
	IX	8	10	13	22
	Other	2	3	0	0
	Average Grade	7.8		8.1	
I.Q.	60-69	1	1	1	2
	70-79	15	17	6	9
	80-89	38	42	24	38
	90-99	32	36	26	41
	100-109	2	2	6	9
	110 and over	1	1	1	2

number of student respondents in the study. The table shows 94 per cent of the male students with I.Q.'s between 70 and 99, with 2 per cent below 70 and 11 per cent above I.Q. 100. Of the combined group of 153, 93 per cent have I.Q.'s between 70 and 99, with 1 per cent below 70 and 6 per cent above 100. Expressed another way, the table shows that 60 per cent of the boys and 49 per cent of the girls have I.Q.'s less than 90.

It appears that the girls in the program were younger, came from a higher grade, and had a higher I.Q. than the boys.

Parents

Questionnaires were taken home by seventy-eight boys and fifty-nine girls for the parents to complete. Of these, sixty-two questionnaires were returned by parents of male students and fifty-two were returned by parents of female students. This is a 79 per cent and an 88 per cent return respectively.

Parent respondents. Of the sixty-two inventories completed by parents of male pupils, 26 per cent were completed by fathers alone, 32 per cent by mothers and fathers together, and 34 per cent by mothers alone. In 58 per cent of the cases the father was involved in answering the questionnaire.

Of the fifty-two questionnaires returned by parents of female pupils, 6 per cent had been answered by fathers, 50 per cent by mothers and 42 per cent by both. Here the fathers were involved in answering 48 per cent and the mothers were involved in answering 92 per cent of

the questionnaires. It is not known who responded to seven of the questionnaires.

Education of parents. Table II shows the education of the parents of male and female pupils. Eight of the inventories returned did not have the education of the father reported, and twelve did not indicate the education of the mother. This was 7 per cent of the fathers and 10 per cent of the mothers. The vocational or other training of the parents was recorded separately and was not included in the totals. The inventories indicated that 18 per cent of the fathers and 19 per cent of the mothers had received vocational or other training.

The inventories showed no fathers or mothers as having completed a university program and only three fathers and five mothers as having had some university training. Thirteen of the fathers, or 11 per cent, and nineteen of the mothers, or 17 per cent, had completed high school. Twenty-one per cent of the fathers and 30 per cent of the mothers had had some high school training. A dichotomous grouping of the above information shows that 35 per cent of the fathers and 51 per cent of the mothers had at least some high school education, while 58 per cent of the fathers and 39 per cent of the mothers had junior high school education or less. This seems to indicate that the mothers as a group are slightly better educated than the fathers.

Former Students

Ages. Of the nearly 400 students who had gone through the pre-employment program from 1960 to 1964, names and addresses were obtained

TABLE II

EDUCATIONAL LEVEL OF PARENTS
OF PRE-EMPLOYMENT STUDENTS

HIGHEST EDUCATIONAL LEVEL COMPLETED	FATHER		MOTHER		TOTAL	
	No.	%	No.	%	No.	%
Elementary School	43	38	27	24	70	31
Junior High School	23	20	17	15	40	18
Some High School	24	21	34	30	58	25
High School	13	11	19	17	32	14
Some University	3	3	5	4	8	4
University	0	0	0	0	0	0
No Response	8	7	12	10	20	9
Vocational or Other Training*	*21	*18	*22	*19	*43	*19
TOTAL	114	100	114	100	228	101

*Not included in the total.

for 165 students. Questionnaires were sent to these former students with self-addressed, stamped envelopes. Seventy-eight completed questionnaires were returned.

Of the seventy-eight students who returned questionnaires, 9 per cent were seventeen years old, 35 per cent were eighteen and 32 per cent were nineteen years. There were six students, or 8 per cent, who were twenty-one years old and only two students who were twenty-two. Of the seventy-eight former students, seven were from the 1960-61 pre-employment class, nineteen were from the 1961-62 class, forty-three were from the 1962-63 class and the remaining nine from the 1963-64 class.

Present jobs. Table III shows the occupations of the former male pupils. These thirty-eight pupils were in a total of twenty-four different jobs. Two were taking apprenticeship training, two were working in construction, two were truck drivers, two were surveyors, four had no jobs and nine were students. The other jobs ranged from those of cook, hair dresser, and clerk, to section man, swamper and warehouseman.

The forty girls were working in twenty-two areas as shown in Table IV. Six girls were hair dressers, four were housewives, four were typists, four had no jobs, three were students, two were dietary aides and two were waitresses.

The other jobs ranged from bus girl and meat packer to nurse's aide trainee, switchboard-typist and bank savings ledgerkeeper. Four of the girls gave the name of the company for which they worked but did not specify their job. Two of the boys did the same.

TABLE III

OCCUPATIONS OF THIRTY-EIGHT FORMER MALE STUDENTS

Appliance serviceman	1
Apprentice - machinist	1
- tinsmith	1
Assistant foreman in garment factory	1
Body shop worker	1
Car checker - CNR	1
Clerk - office	1
- filing	1
Construction	2
Cook	1
Dietary aide	1
Hair dresser	1
Hatchery worker	1
Heavy equipment operator	1
Roofing worker	1
Section man NAR	1
Student	9
Surveyer	2
Swamper (7 up)	1
Truck driver	2
Warehouseman	1
No job	4
Reported employer only	2
TOTAL	38

TABLE IV

OCCUPATIONS OF FORTY FORMER FEMALE STUDENTS

Babysitter and housekeeper	1
Bookkeeper	1
Bus girl	1
Clerk - filing	1
- office	1
- typist	4
Dietary aide (assistant)	2
Hair dresser	6
Housewife	4
Meat packer	1
Nurses aide trainee	1
Post office and grocery clerk	1
Savings ledgerkeeper in bank	1
Student	3
Switchboard - typist	1
Typist	1
Waitress	2
No job	4
Reported employer only	4
TOTAL	40

Teachers

Twelve of the thirteen teachers who worked with pre-employment classes in the 1964-65 term responded to the teacher inventory. Five were classroom teachers of boys, three were classroom teachers of girls, two were industrial arts teachers, and two were home economics teachers.

Summary

Seventy-eight boys and fifty-nine girls participated in the study. They ranged in age from fifteen to eighteen years, with an average of approximately sixteen years. Over 75 per cent of these students lived with both parents and about 60 per cent of them came into the pre-employment program from grade VIII. Their I.Q.'s ranged from 60 to 110 with the average at 88. The girls appeared to be younger, to be from a higher grade, and to have a higher I.Q. than the boys.

One hundred fourteen parents responded to the questionnaires. They represented a variety of occupations and their education ranged from elementary school to some university training. None had university degrees. The seventy-eight former students who responded represented classes from the four previous years and ranged in age from seventeen to twenty-two. Of the thirteen teachers, twelve responded.

The 341 questionnaires received from 137 students, 114 parents, 78 former students, and 12 teachers make up the data for this study.

CHAPTER IV

ATTITUDES OF STUDENTS AND PARENTS

The student and parent inventories were designed to determine the attitudes of the respondents on several aspects of the pre-employment program. A single question, "are you satisfied or dissatisfied?" was asked to determine the general attitude of the respondents.

Several questions were used to determine attitudes toward the following aspects of the program:

1. Pupil-teacher relationships;
2. Guidance;
3. Vocational value;
4. Academic level;
5. Home-school communication;
6. Socio-economic distribution;
7. Comparison with regular program.

Each of these areas is treated in the following analysis of the data.

General Attitudes

Question one of the parent and student inventories as well as question two of the teacher and former pupil inventories asked, "Are you satisfied or dissatisfied with the pre-employment program?" The wording of this question was altered slightly to suit the respondents. (see Appendix, page 103)

There were four responses to choose from:

1. Very well satisfied;
2. Satisfied;
3. Dissatisfied;
4. Very dissatisfied.

These responses allowed for two degrees of satisfaction and two of dissatisfaction. Either degree of satisfaction was taken to indicate a favorable attitude toward the program and either degree of dissatisfaction was taken to indicate an unfavorable attitude. Table V shows the distribution of favorable and unfavorable attitudes among the four groups.

According to Table V, 94 per cent of the seventy-eight male pupils and 95 per cent of the fifty-nine female pupils had favorable attitudes toward the program. The percentage of parents having favorable attitudes was slightly less. Of the parents of male pupils, 90 per cent had favorable attitudes and of the parents of female pupils, 92 per cent had favorable attitudes. The female pupils had the highest percentage of favorable responses and the parents of male pupils had the lowest percentage of favorable responses.

This analysis of Table V shows that:

1. Nearly 93 per cent of the pupils and their parents were favorably disposed toward the pre-employment program;
2. General attitudes of parents and students do not differ significantly;
3. General attitudes of male and female pupils do not differ significantly.

TABLE V

FAVORABLE AND UNFAVORABLE ATTITUDES TO THE PRE-EMPLOYMENT PROGRAM BY GROUP

Attitudes to the Pre-Employment Program	Male Pupil		Female Pupil		Parent of Male Pupil		Parent of Female Pupil		Former Male Pupil		Former Female Pupil		Teachers		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Favorable	73	94	56	95	56	90	48	92	27	71	36	90	10	83	306	90
Unfavorable	5	6	3	5	6	10	4	8	11	29	4	10	2	17	35	10
TOTAL	78		59		62		52		38		40		12		341	

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

Pupil-Teacher Relationships

Items two to six in both the pupil inventory and the parent inventory were concerned with pupil-teacher relationships. Table VI summarizes both parent and pupil responses to these five items. More than 85 per cent of the attitudes expressed were favorable to existing pupil-teacher relationships, the percentage of parents with a favorable attitude being a little higher than the percentage of students. Ninety-two per cent of the parents and pupils felt that the teachers understand the pupils. Eighty-nine per cent felt that the students feel "at home" in their classes. Ninety-five per cent felt that the students are treated fairly. Ninety-one per cent felt that the teachers care about the students, and 94 per cent felt that the students like their teachers. The grand total shows 1,157 "yes's" and only 97 "no's". This represents an overall favorable attitude of 92 per cent.

The groups were compared to see if there was a difference in the attitudes of the various groups to the pupil-teacher relationships. The greatest difference in percentage occurred between the parents of girls and the girls themselves in the response to the question, "Do teachers seem to care about pupils?" Ninety-six per cent of the parents said 'yes' to only 85 per cent of the girls. This does not indicate much difference in the attitudes of the girls and their parents to this question. For all other questions and all groups the differences were even less.

TABLE VI

RESPONSES TO FIVE QUESTIONS CONCERNING
PUPIL-TEACHER RELATIONSHIPS

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Male Pupil		Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Do teachers understand pupils?	Yes	58	95	48	92	72	92	51	87	229	92
	No	3	5	4	8	6	8	8	13	21	8
	Sub Total	*61		52		78		59		250	
Do pupils feel at home in the pre-employment class?	Yes	54	87	49	94	66	85	54	92	223	89
	No	8	13	3	6	12	15	5	8	28	11
	Sub Total	62		52		78		59		251	
Are pupils treated fairly by teachers?	Yes	61	99	50	96	72	90	56	95	239	95
	No	1	1	2	4	6	8	3	5	12	5
	Sub Total	62		52		78		59		251	
Do teachers seem to care about their pupils?	Yes	59	95	50	96	70	90	50	85	229	91
	No	3	5	2	4	8	10	9	15	22	9
	Sub Total	62		52		78		59		251	
Do students like their teachers?	Yes	58	94	51	98	72	92	56	95	237	94
	No	4	6	1	2	6	8	3	5	14	6
	Sub Total	62		52		78		59		251	
	Yes	290	94	248	95	352	90	267	91	1157	92
	No	19	6	12	5	38	10	28	9	97	8
	TOTAL	309		260		390		295		1254	

*One with no response.

Guidance

Items seven to eleven on the parent inventory and on the pupil inventory were concerned with guidance in the pre-employment program. It was intended to determine whether the teachers in the pre-employment classes were giving the kind of assistance that would in some measure accomplish the following:

1. Help the pupil to mature;
2. Help the pupil to understand himself better;
3. Help the pupil to solve some of his personal problems;
4. Help give the pupil direction for the future.

The five items were designed to determine parent and pupil attitudes toward the success or failure of these aims. The responses are summarized in Table VII.

In response to the question, "Do classes help pupils grow up?" 87 per cent of the parents of female pupils said "yes" while 89 per cent of the parents of male students said "yes". The male and female pupils said "yes" 90 per cent and 91 per cent of the time respectively.

The second question asked, "Has this class helped the student better understand himself?" The results to this question were slightly higher. Of the sixty-two parents of male pupils, 95 per cent responded "yes" while 92 per cent of the parents of female pupils said "yes". Ninety-three per cent of the male pupils and 91 per cent of the female pupils said "yes". Of the total of 251 replies, 93 per cent were "yes".

Question three, "Is the pupil getting more help with personal problems?" also showed 93 per cent saying "yes". These percentages indicate a highly favorable attitude to the kind of guidance being given.

TABLE VII

RESPONSES TO FIVE QUESTIONS CONCERNING
ATTITUDES TOWARD GUIDANCE
IN PRE-EMPLOYMENT CLASSES

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Male Pupil		Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Do classes help pupils mature or grow up?	Yes	55	89	45	87	70	90	53	91	223	89
	No	7	11	7	13	8	10	5	9	27	11
	Sub Total	62		52		78		#58		250	
Has this class helped the student better understand himself?	Yes	59	95	48	92	72	93	54	91	233	93
	No	3	5	4	8	6	7	5	8	18	7
	Sub Total	62		52		78		59		251	
Is the pupil getting more help with personal problems?	Yes	59	95	49	94	73	93	53	90	234	93
	No	3	5	3	6	5	6	6	10	17	7
	Sub Total	62		52		78		59		251	
Is the pupil receiving help in deciding what to do next year?	Yes	47	81	46	88	58	74	47	80	198	80
	No	11	19	6	12	20	26	12	21	49	20
	Sub Total	58		52		78		59		247	
Is the pupil receiving guidance in making a wise choice of job?	Yes	45	73	45	87	64	82	49	83	203	81
	No	8	13	5	10	12	15	9	15	34	13
	Too early*	9	14	2	3	2	3	1	2	14	6
	Sub Total	62		52		78		59		251	
	Yes	265	89	233	90	337	87	256	87	1091	88
	No	32	11	25	10	51	13	37	13	145	12
	TOTAL	297		258		388		293		1236	

*Not included in Accumulated Total.

#One questionnaire with no response.

The last two questions were concerned with the amount of help in choosing a career and in deciding what to do the next year. The percentages saying "yes" were 80 and 81 per cent respectively. Seventy-three per cent of the parents of male pupils said "yes" to, "Are the students receiving guidance in making a wise choice of a job?" while 87 per cent of the parents of female pupils responded "yes" to the same question. However, 14 per cent of the parents of boys felt it was too early to be concerned about a job choice while only 3 per cent of the parents of female pupils felt this way.

In the overall results, 88 per cent of the responses were affirmative and only 12 per cent were negative. This indicates a favorable attitude toward guidance activities in the pre-employment classes.

Vocational Value

Table VIII shows the attitude of the parents to the vocational value of the pre-employment classes. Ninety-three per cent felt that what their child was studying would be useful to him in later life. Ninety-five per cent felt that courses like typing, home economics and industrial arts would be useful in future employment. It is interesting to note that 32 per cent of the parents felt that not enough time was being spent on these courses. Only 3 per cent felt that too much time was being spent on these courses. The responses to these three items seemed to indicate that parents do see this program as a truly "pre-employment" program.

TABLE VIII

ATTITUDE OF PARENTS TO THE VOCATIONAL VALUE
OF THE PRE-EMPLOYMENT PROGRAM

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Total	
		No.	%	No.	%	No.	%
Will your child's studies in his pre-employment class be useful to him later on in everyday life?	Yes	54	93	48	92	102	93
	No	4	7	4	8	8	7
	TOTAL	*58		52		110	
Will industrial arts, home economics and typing courses help him in future employment?	Yes	57	93	51	98	108	95
	No	4	7	1	2	6	5
	TOTAL	*61		52		114	
Is enough time being given to the above courses?	Not enough	20	33	15	29	35	32
	About right	36	60	36	71	72	65
	Too much	4	7	0	0	4	3
	TOTAL	*60		*51		*111	

*Variations in totals due to lack of response.

*Variations in totals due to lack of response.

Table IX shows the feelings of the students on the value of certain subjects in helping them get a job. Mathematics was rated the highest with 97 per cent saying it would be of some help in getting a job. Ninety-three per cent said that language and reading would be of some help. Home economics and industrial arts were the third highest choice with 85 per cent feeling that these subjects would help. Social studies rated lowest at 62 per cent with typing at 69 per cent and science at 71 per cent.

Apparently it is felt that mathematics and language are important in all jobs. Home economics and industrial arts will be of value depending on job choice. Typing and science will be of importance to a more limited group of people and social studies to an even smaller group of people.

Ninety-two per cent of the boys felt that industrial arts would be of value to them in getting a job, but only 78 per cent of the girls felt that home economics would be of value to them, a difference of 14 per cent.

An even greater difference occurred in typing. Ninety-two per cent of the girls felt that it would be of value to them in getting a job, whereas only 67 per cent of the boys felt that typing would assist them in getting a job, a difference of 25 per cent.

Language and reading were rated highest by the girls with 97 per cent feeling that these subjects would be of help in obtaining employment. Social studies was rated the lowest with 66 per cent. Mathematics was rated highest by the boys with 98 per cent feeling that it would be of

TABLE IX

FEELINGS OF PUPILS ON THE VALUE OF CERTAIN SUBJECTS IN HELPING THEM GET A JOB

Will the following subjects be of help?	RESPONSE	Male Pupil No.	Male Pupil %	Female Pupil No.	Female Pupil %	Total No.	Total %
Home Economics Industrial Arts	Yes	72	92	45	78	117	85
	No	6	8	13	22	19	14
	Sub Total	78		58		136	
Typing	Yes	41	67	54	92	95	69
	No	20	33	5	8	25	19
	Sub Total	*61		59		120	
Mathematics	Yes	76	98	56	95	132	97
	No	2	2	3	5	5	3
	Sub Total	78		59		137	
Science	Yes	54	69	43	73	97	71
	No	24	31	16	27	40	29
	Sub Total	78		59		137	
Language and Reading	Yes	70	90	57	97	127	93
	No	8	10	2	4	10	7
	Sub Total	78		59		137	
Social Studies	Yes	46	59	39	66	85	62
	No	32	41	20	34	52	38
	Sub Total	78		59		137	
All Subjects	Yes	359	80	240	80	653	81
	No	92	20	59	20	151	19
	TOTAL	451		299		804	

*One class of seventeen boys did not take typing.

help to them in getting a job. Social studies was rated lowest by the boys with 59 per cent.

The accumulated results show that 81 per cent felt that all subjects would be of value to them in getting a job.

Academic Level

The first question in Table X is from item seventeen on the parent inventory and item fifteen on the pupil inventory. Only eight of the 247 respondents in these two groups felt that the work studied in the pre-employment classes was too hard. Sixty-five per cent felt that it was just right and 32 per cent felt that it was too easy. The greatest difference in results to this question was between parents of male pupils, where 47 per cent said the work was too easy and the parents of female pupils, where 20 per cent said the work was too easy.

Ninety-two per cent of the parents of male pupils and 96 per cent of the parents of female pupils said that general knowledge from social studies and language was important. Only 74 per cent of the male pupils and 78 per cent of the female pupils responded in this way, for a difference between the parents and pupils of 18 per cent. However, there was little difference in the attitudes of parents and pupils concerning the importance of general knowledge from mathematics and science. Of the four groups taken together, 94 per cent felt that these subjects were important.

The parents were asked what they thought the academic level of the pre-employment class was and if they thought this level was suitable. The combined results of these two questions appear in Table XI. The

TABLE X

GENERAL FEELING OF PARENTS AND PUPILS
ABOUT THE ACADEMIC SUBJECTS
IN THE PRE-EMPLOYMENT CLASS

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Male Pupil		Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
How do you feel about the work studied in the pre-employment class?	Too Hard	1	2	5	9	1	1	1	2	8	3
	Just Right	30	51	36	71	52	67	42	71	160	65
	Too Easy	28	47	10	20	25	32	16	27	79	32
	TOTAL	59		51		78		59		247	
Do you feel general knowledge from social studies and language is important?	Yes	55	92	50	96	57	74	46	78	208	84
	No	5	8	2	4	20	26	13	22	40	16
	TOTAL	60		52		77		59		248	
Do you feel general knowledge from mathematics and science is important.	Yes	60	97	49	94	74	95	54	92	237	94
	No	2	3	3	6	4	5	5	8	14	6
	TOTAL	62		52		78		59		251	

bottom line shows that three parents felt the academic level was lower than grade VII, thirty or 26 per cent felt it was grade VII or VIII, and forty-four or 39 per cent felt it was grade IX. Eight parents or 7 per cent felt the level was grade X and twenty-nine parents or 25 per cent stated they did not know. The right hand column shows the results of the other question. Fifty-one parents or 45 per cent felt the level was suitable and fourteen parents or 12 per cent felt the level was not suitable. Forty-nine parents or 43 per cent felt they did not know. The interior of the table shows the distribution of the responses over both questions.

Of the fifty-one parents who felt the level was suitable, 62 per cent felt the level was grade IX, 20 per cent said grade VII or VIII or lower, and 10 per cent said grade X. Of the fourteen parents who felt the level was not suitable, 50 per cent said they felt the level was grade VII or VIII and 29 per cent felt the level was grade IX. Of the forty-nine parents who felt they did not know if the academic level was suitable, 53 per cent said they did not know what the academic level was, while 27 per cent said grade VII or VIII and 16 per cent said grade IX.

This seems to indicate that parents are not agreed on what the academic level of the pre-employment class is or on what this level should be.

Table XI also compares student opinions on the academic level and the suitability of this level. Of the ninety-four students who felt the level was suitable, 62 per cent said the academic level was grade IX and

TABLE XI

COMPARISON OF PARENT AND STUDENT OPINIONS ON THE ACADEMIC LEVEL OF THE PRE-EMPLOYMENT CLASSES AND THEIR OPINIONS ON THE SUITABILITY OF THIS ACADEMIC LEVEL

		OPINION ON ACADEMIC LEVEL										
		Lower than Grade Seven		Seven or Eight		Nine		Ten		Don't Know		Total
		No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.
PARENTS	Suitable	2	4	10	20	32	62	5	10	2	4	51
	Unsuitable	1	7	7	50	4	29	1	7	1	7	14
	Don't know	0	0	13	27	8	16	2	4	26	53	49
	TOTAL	3	3	30	26	44	39	8	7	29	25	114
STUDENTS	Suitable	2	2	30	32	58	62	4	3	0	0	94
	Unsuitable	7	16	28	65	7	16	1	2	0	0	43
	TOTAL	9	5	58	43	65	47	5	4	0	0	137

*Percentages are based on row totals, not group totals.

32 per cent said it was grade VII or VIII. Of the forty-three students who felt the academic level was not suitable, 65 per cent said the level was grade VII or VIII. Sixteen per cent felt that the academic level was lower than grade VII and the same number felt that it was at the grade IX level. The students seem to be more consistent, but with a variation from grade VII to grade X, there is not close agreement in their feelings concerning the academic level of the pre-employment class or the suitability of this level.

To investigate this question of academic level more fully, a comparison was made between the amount of communication between parent and teacher and the parent's opinion on the academic level of the class. Table XII shows the results of this comparison.

Of those who had zero to two contacts with the pre-employment class teacher, 29 per cent felt the academic level was grade VII or VIII and 35 per cent said it was grade IX, while 27 per cent said they did not know.

Of those with three or more contacts with the pre-employment teacher, 22 per cent felt the academic level was grade VII or VIII, 47 per cent said it was grade IX, and 11 per cent said grade X. Twenty per cent of this group said they did not know. This seems to indicate that more contacts do concentrate the parent's opinion of the academic level of the class but not to a very great degree.

Communication

Item twenty-two asked the question: "Do you know as much about the pre-employment program as you would like?" Of 111 parents responding

TABLE XII

COMPARISON OF THE FREQUENCY OF
PARENT-TEACHER COMMUNICATION
AND PARENT OPINION OF
THE ACADEMIC LEVEL

Frequency of Parent-Teacher Communication	OPINION ON ACADEMIC LEVEL										
	Lower than Grade Seven		Seven or Eight		Nine		Ten		Don't Know		Total
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.
Zero to two	3	4	22	29	27	35	4	5	21	27	77
Three or more	0	0	8	22	17	47	4	11	7	20	36
TOTAL	3	3	30	27	44	39	8	7	28	25	113

*Percentages are based on row totals.

to this question, eighty-seven said "no" and twenty-four said "yes", or 78 per cent and 22 per cent respectively.

Item twenty-three followed with the question: "How good a job is the school doing in telling you about your child's progress?" Ninety-five of the 112 responding said a fair job or a very good job, while only seventeen said the job was being poorly done.

The indication is that the parents were fairly well satisfied with the information they received about their child's progress, but that they were not satisfied with the knowledge they, themselves, have of the pre-employment program.

Table XIII compares the general attitudes toward the program with the results of item twenty-three. It shows that of the ninety-five parents who felt the school was doing a fairly good job in communicating their child's progress, 95 per cent had a favorable attitude toward the program. Of the seventeen people who felt the school was doing a poor job in this area of communication, thirteen or 76 per cent had favorable attitudes toward the program. This seems to indicate that parents' attitudes toward the program are somewhat dependent on the parents' feelings about the adequacy of the reports received on the child's progress.

Table XIV shows how much communication parents had with teachers of the pre-employment classes. Eighteen per cent report no communication. Added to the 50 per cent who said "once or twice" this is 68 per cent who had little communication with their child's teacher. Only 7 per cent said that they had talked to their child's teacher many times.

TABLE XIII

COMPARISON OF GENERAL ATTITUDES OF PARENTS TOWARD THE PRE-EMPLOYMENT PROGRAM WITH PARENT OPINION REGARDING COMMUNICATION FROM SCHOOL TO HOME

		Opinion Regarding Communication from School to Home			
		Favorable		Unfavorable	
		No.	%*	No.	%*
General Attitudes Toward the Pre-Employment Program	Favorable	90	95	13	76
	Unfavorable	5	5	4	24
	TOTAL	95		17	

*Percentage is out of column totals.

In parent inventory item twenty-one, 85 per cent of the parents agreed that direct communication was important in getting a better idea of their child's progress.

There seems to be an inconsistency in the area of communication. To the question, "How good a job is the school doing in telling you about your child's progress?" the response of "fair to very good" was given by 85 per cent of the parents. To the question, "Do you feel that direct communication gives you a better idea of your child's progress in the pre-employment program?" 85 per cent of the parents responded "yes". However, to the question, "How many times have you spoken to your child's teacher either personally or on the telephone?" only 32 per cent could say three or more times.

This would indicate that the communication which is felt by the parents as being so important is not taking place. If the parents will not take the initiative in this communication, then apparently the teachers must.

Socio-Economic Distribution

The socio-economic status of each parent was determined by obtaining the occupation and amount of education of each parent. The student's questionnaire was matched with his parents' so that the socio-economic status of each child was known. The Blishen occupational scale[1] was constructed by ranking various occupations on the basis of

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[1]Bernard R. Blishen, et. al. Canadian Society, Sociological Perspectives. Toronto: The Macmillan Company of Canada, Ltd., 1961. p. 485.

TABLE XIV

FREQUENCY OF PARENTAL COMMUNICATION
WITH PRE-EMPLOYMENT CLASS TEACHER

	Parent of Male Pupil		Parent of Female Pupil		Total	
	No.	%	No.	%	No.	%
No Communication	13	21	8	15	21	18
Once or Twice	31	50	26	50	57	50
Three or Four Times	14	23	14	27	28	25
Many Times	4	6	4	8	8	7
TOTAL	62		52		114	

the amount of training required and the amount of income received. These occupations Blishen divided into seven classes. If the parent's occupation was included in classes one, two, or three of the Blishen scale, that person was considered as being in the high category, and if the occupation was in classes four to seven of the Blishen scale, the person was considered as being in the low category. When an occupation could not be classified according to the Blishen scale or when the occupation was not listed by a respondent, the educational level of the respondent was used. In general, those with a high school education or higher were placed in the high group.

Table XV shows the socio-economic level as it was derived from the parents' questionnaire. It shows that the parents of male pupils ranked in the high group in 10 per cent of the cases, with 90 per cent in the low group. Nineteen per cent of the parents of female pupils are in the high group and 81 per cent are in the low group. When the parents were combined there were 14 per cent in the high group and 86 per cent in the low group. Blishen[2] showed about 18 per cent of the Canadian population in classes one, two, and three, and 82 per cent in classes four to seven. This is a 4 per cent difference.

Table XVI shows the general attitudes to the pre-employment program of pupils and parents in relation to their socio-economic group. Of the pupils, all of the high group and 93 per cent of the low group were favorable to the program. This left 7 per cent of the

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[2]Ibid.

TABLE XV

DISTRIBUTION OF PARENTS OF MALE AND FEMALE PUPILS BY SOCIO-ECONOMIC GROUP

	High		Low	
	No.	%	No.	%
Parents of Male Pupils	6	10	56	90
Parents of Female Pupils	10	19	42	81
TOTAL	16	14	98	86

TABLE XVI

COMPARISON OF GENERAL ATTITUDES TOWARD THE PRE-EMPLOYMENT PROGRAM TO SOCIO-ECONOMIC GROUP FOR PARENTS AND PUPILS

		Socio-Economic Group			
		High		Low	
		No.	%*	No.	%*
Parent attitudes to the program	Favorable	13	81	91	93
	Unfavorable	3	19	7	7
	TOTAL	16		98	
Pupil attitudes to the program	Favorable	16	100	91	93
	Unfavorable	0	0	7	7
	TOTAL	16		98	

*Percentages out of separate column totals.

low group unfavorable. In the same relationship for parents, 81 per cent of the high group and 93 per cent of the low group had attitudes favorable to the program. Nineteen per cent of the high group and 7 per cent of the low group had unfavorable attitudes.

Comparison with the Regular Program

Items twenty-four to twenty-eight of the parent inventory and eighteen to twenty-two of the pupil inventory were designed to get an indication of pupil and parent feelings on how the pre-employment program compared to the regular program. Table XVII shows the summary of results.

The first question in Table XVII shows that 89 per cent of the parents of male pupils felt that pre-employment teachers were more understanding of students' educational needs than were teachers in the regular program. This same feeling was shared by 92 per cent of the parents of female pupils, 94 per cent of the male pupils, and 100 per cent of the female pupils. To the question, "Has the pupil made more progress this year than he would have done in the regular school?" 93 per cent of the parents of male pupils and 94 per cent of the parents of female pupils answered "yes". Ninety-one per cent of the male pupils and 92 per cent of the female pupils also answered "yes".

About 40 per cent of the parents felt that their child would not be in school if it were not for the pre-employment program. However, 62 per cent of the boys and 76 per cent of the girls said they would have soon dropped out if they had not gone into this program. Apparently the parents are more definite about their children staying in school than are the children themselves.

TABLE XVII

COMPARISON OF PARENT AND PUPIL ATTITUDES
TO THE PRE-EMPLOYMENT PROGRAM AND
THE REGULAR SCHOOL PROGRAM

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Male Pupil		Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Are teachers more understanding of student's educational needs than in regular program?	Yes	54	89	48	92	73	94	59	100	234	94
	No	7	11	4	8	5	6	0	0	16	6
	Sub Total	*61		52		78		59		250	
Has pupil made more progress than he would have done in the regular school?	Yes	57	93	49	94	71	91	54	92	231	92
	No	4	7	3	6	7	9	5	8	19	8
	Sub Total	*61		52		78		59		250	
Would child have soon dropped out of school if he had not entered this program?	Yes	28	41	22	42	48	62	45	76	143	57
	No	32	59	30	58	30	38	14	24	106	43
	Sub Total	*60		52		78		59		249	
Is work more interesting and is child more interested now than in regular program?	Yes	56	92	49	94	65	83	52	88	222	89
	No	5	8	3	6	13	17	7	12	28	11
	Sub Total	*61		52		78		59		250	
Parents-Is P.E. program better suited to child's needs. Pupils-is child better off in P.E. program	Yes	57	93	47	90	58	66	49	83	211	84
	No	4	7	5	10	20	34	10	17	39	16
	Sub Total	*61		52		78		59		250	
	Yes	252	83	215	83	315	81	259	88	1041	83
	No	52	17	45	17	75	19	36	12	208	17
	TOTAL	304		260		390		295		1249	

*Some parents did not respond to all items.

About 93 per cent of the parents felt that their child was more interested in school now than he had been in the regular program, while 83 per cent of the boys and 88 per cent of the girls said that their work was more interesting now than it had been before. This difference is not great.

Over 90 per cent of the parents felt that the pre-employment program was better suited to their child's needs than was the regular program. In response to a similar question put to the pupils, 66 per cent of the male pupils said they were better off in the pre-employment program. Eighty-three per cent of the female pupils gave the same response.

Twenty boys said they had been better off in the regular school, but only seven said they wanted to return to regular school the next year. Ten girls said they had been better off in the regular school but only one wanted to return. Of these eight people who wanted to return to the regular school next year, seven felt they had been better off there, while twenty-three said they had been better off in regular school but did not want to return. Overall, 83 per cent of these respondents favor the pre-employment program which bears out the acceptance of this program indicated in other questions.

Table XVIII compared feelings on the placement of all pre-employment classes in a single school. The parents were 88 per cent in favor, while the male pupils were 92 per cent in favor, and the female pupils 98 per cent in favor. It was concluded that the feelings of parents and pupils were not too different on the placement of all pre-employment students in a single, specially designed school.

TABLE XVIII

COMPARISON OF PARENT AND PUPIL FEELINGS
ON A SINGLE SPECIAL SCHOOL
FOR PRE-EMPLOYMENT CLASSES

QUESTION	RESPONSE	Parent of Male Pupil		Parent of Female Pupil		Male Pupil		Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
Do you favor grouping all P.E. classes in a single school specially designed for them?	Yes	53	88	45	88	72	92	58	98	228	92
	No	7	12	6	12	6	8	1	2	20	8
	TOTAL	60		51		78		59		248	

Students' Free Responses

The last three items on both the parent and pupil inventories were questions which called for a written response. The three questions were:

1. What is the one thing you like best about your (or your child's) pre-employment program?
2. What is the one thing you dislike most about the program?
3. If there are any suggestions or comments write them here.

The variety of responses to these questions were grouped into broad classes and tabulated.

There were fifty-eight comments about liking students, teachers, and the teaching. This was 55 per cent of the total of 105 comments. The next largest group of comments were concerned with "too much fooling around", not strict enough discipline in the classes and not enough homework assigned. There were twenty-six comments or 25 per cent which could be placed in this group. Eight students expressed a liking for the program and the tours. The other comments dealt with such topics as shop, typing, all-boy classes, and development of maturity.

These comments seem to point out one major strength and one major weakness in the program. The strength seems to be a good pupil-teacher and pupil-pupil relationship, while the weakness seems to be related to discipline and a need for more work or work at a higher level. The good pupil-teacher relationship is a strength worth keeping. The weakness in discipline is worth working on, but a high degree of skill is needed to maintain the balance between discipline and pupil-teacher relationships.

Parents' Free Responses

The parents' comments were more varied than those of pupils, and when an attempt was made to divide these comments into broad groups it was found that the list of groups stretched to fifteen or more. However, the comments were concentrated in three areas. Over a dozen parents commented that their child enjoyed school more, or was more interested in school than he had been formerly. About the same number expressed gratitude that teachers were showing more interest in their child, were more understanding or were giving the child more individual help. A slightly smaller number of parents said they felt that the pupils needed more homework.

Summary

In general, parents and pupils had favorable attitudes to the pre-employment program and to most of the separate aspects of the program. More than 90 per cent of the parents and students indicated favorable attitudes based on pupil-teacher relationships. Just less than 90 per cent had favorable attitudes toward the kind of guidance being done in the pre-employment classes. Ninety-three per cent of the parents and pupils felt that the program had vocational value to the students and mathematics, language, and industrial arts were thought to be important subjects. Over 80 per cent felt that the student was better off in the pre-employment program than in the regular school program and over 90 per cent were in favor of a single, specially designed school for these pupils.

CHAPTER V

ATTITUDES OF TEACHERS AND FORMER STUDENTS

General Attitudes

The Inventory of Teacher Opinion and Former Student Inventory were designed to examine opinions on strengths and weaknesses of the pre-employment program. The general question: "Are you satisfied with the pre-employment program?" was asked on each inventory. The responses appear in Table V on page 45. Twenty-seven former male students indicated that they were satisfied with the program. This was 71 per cent of the thirty-eight boys responding. Thirty-six girls or 90 per cent of the forty responding were satisfied with the program. Ten of the twelve teachers indicated that they were favorably disposed toward the program.

The percentage of former male students showing a favorable attitude toward the program was lower than for any other group. This was 12 per cent lower than for teachers and 19 per cent lower than for former female pupils. This would indicate that the former male pupils had less favorable attitudes to the pre-employment program than any other group.

Attitudes, Habits, and Maturity

Table XIX shows the results of the three items relative to change in attitudes, work habits, amd maturity. Eleven of the twelve teachers indicated that the students' attitudes toward education had improved and that they had developed greater maturity, and all twelve

TABLE XIX

RESPONSES BY TEACHERS AND FORMER PUPILS TO QUESTIONS RELATING TO STUDENTS' CHANGES IN ATTITUDES, WORK HABITS, AND MATURITY

QUESTION	RESPONSE	Teachers		Former Male Pupil		Former Female Pupil		Total	
		No.	%	No.	%	No.	%	No.	%
Have attitudes toward learning improved?	Yes	11	92	32	84	36	90	79	88
	No	1	8	6	15	4	10	11	12
	Sub Total	12		38		40		90	
Have work habits improved?	Yes	12	100	30	79	36	90	78	87
	No	0	0	8	21	4	10	12	13
	Sub Total	12		38		40		90	
Has pre-employment training helped the student mature?	Yes	11	92	28	74	33	82	72	80
	No	1	8	10	26	7	18	18	20
	Sub Total	12		38		40		90	
	Yes	34	94	90	79	105	88	229	85
	No	2	6	24	21	15	12	41	15
	TOTAL	36		114		120		270	

indicated an improvement in the students' work habits. Ninety per cent of the former female pupils felt that during their year in the pre-employment program their attitudes toward education and their work habits had improved, and 82 per cent felt that the year had resulted in their own growth in maturity. Of the former male pupils, 84 per cent felt their attitudes had improved, 79 per cent indicated improved work habits, and 74 per cent felt the year had helped them mature.

Progress in Subjects

The former pupils were asked in which subjects they had made the most progress and in which they had made little progress. Table XX shows that the students felt that they had made the most progress in typing. Science and mathematics were ranked by the boys as the subjects where little progress was made. However, the boys also ranked mathematics as number two in the subject of most progress. In the subject of most progress the girls ranked language in second place along with home economics and reading, and they also ranked language in second place, next to science, in the subjects of little progress. This inconsistency seems to indicate that some students felt that they had made a good deal of progress in language and mathematics, while others felt that they had made little progress in these subjects. From this study it was not possible to determine which kind of student, the relatively strong or the very weak, made which kind of progress.

Value to Employment

Table XXI shows the results of two questions on the Former Student Inventory related to the value of the pre-employment class to

TABLE XX

RANKING BY FORMER PUPILS OF SUBJECT OF MOST PROGRESS AND SUBJECTS IN WHICH LITTLE PROGRESS WAS MADE

QUESTION	SUBJECT	Former Male Pupil		Former Female Pupil		Total	
		No.	Rank	No.	Rank	No.	Rank
In which of these subjects do you feel you made the most progress?	Science	6	6	7	6	13	6
	Language	9	5	15	3	24	5
	Reading	12	4	15	3	27	4
	Mathematics	18	2	14	5	32	2
	Typing	19	1	21	1	40	1
	Shop, Home Ec.	16	3	15	3	31	3
In which subject did you make little progress?	Science	15	1.5	17	1	32	1
	Language	14	3	13	2	27	2.5
	Reading	7	4	8	4	15	4
	Mathematics	15	1.5	12	3	27	2.5
	Typing	4	6	5	5	9	5
	Shop, Home Ec.	6	5	2	6	8	6

employment. Thirty-three of the thirty-eight boys responding or 87 per cent indicated that their class had helped them learn what an employer would expect of them and 68 per cent said that they had learned things which were helping them in their present jobs. Of the forty girls responding, 83 per cent felt their class had helped them to learn what an employer would expect of them and twenty-eight of the thirty-eight or 74 per cent of those responding said that they had learned things which were helping them in their present jobs.

Item eleven on the Former Student Inventory asks; "If you have learned something that is helping you in your present job, please write what it is." Of the seventy-eight inventories completed, forty contained a response to this item. These responses were grouped into five general categories.

Fifteen of the responses were related to getting along with other people. The students said, "I learned how to get along with other people", "I learned to respect other people", "I learned to express myself". Seven students said that the things they had learned in business education courses, including typing, record keeping, and filing, had been of help to them. Six students referred to what they had learned about proper dress and good grooming as being important in their present job. Five students stated that academic subjects like mathematics, science, and reading had been useful to them, while five more listed personal characteristics such as reliability, self confidence, and good attitude toward work as being the things which helped. Two others said they had learned something about what an employer would expect of them.

TABLE XXI

OPINIONS OF FORMER STUDENTS REGARDING THE VALUE OF PRE-EMPLOYMENT CLASS TO EMPLOYMENT

QUESTION	RESPONSE	Former Male Pupil		Former Female Pupil		Total	
		No.	%	No.	%	No.	%
Do you think your class helped you learn what an employer expects of you?	Yes	33	87	33	83	66	85
	No	5	13	7	17	12	15
	Sub Total	38		40		78	
Did you learn anything that is helping you in your present job?	Yes	23	68	28	74	51	71
	No	11	32	10	26	21	29
	Sub Total	34		38		72	
	Yes	56	78	61	79	117	78
	No	16	22	17	21	33	22
	TOTAL	72		78		150	

Post Pre-Employment Training

Item fifteen asked the former students to list any further training they had undergone since leaving the pre-employment program. Of the seventy-eight students, twenty-three had gone to Victoria Vocational High School. Two of these were from the pre-employment class of 1961-62 and the other twenty-one were from the class of 1962-63. These were part of a group chosen from the pre-employment class of that year to take a year of trades and services training at Victoria Vocational High School. Of these twenty-three students, three remained only part of the year, thirteen completed the year and seven completed two years. Of the three who dropped out in the first year, one took a beauty course and one went to work as an apprentice tinsmith. Three students who completed the full year at Victoria Vocational High School went on to further training in the area of typing or secretarial work. Three others took business training directly after the pre-employment class. Four students went from pre-employment to training in hairdressing.

Fourteen students went from the pre-employment class to grade IX in the regular school. Four were in grade IX at the time of the study, three had taken part of grade IX, two by correspondence, and seven had completed grade nine. Of these seven, one was in grade XII and one in grade X, while two had completed grade XI and one had completed grade X.

Effectiveness

Table XXII shows the opinions of the teachers concerning the effectiveness of certain aspects of the pre-employment program. Eight

TABLE XXII

TEACHERS' OPINIONS CONCERNING THE EFFECTIVENESS OF CERTAIN ASPECTS OF THE PRE-EMPLOYMENT PROGRAM

QUESTION	RESPONSE	No.	%
Was remedial work in mathematics effective?	Yes	8	89
	No	1	11
	Sub Total	*9	
Was remedial work in reading effective?	Yes	8	89
	No	1	11
	Sub Total	*9	
Was the teaching of communications skills effective?	Yes	9	82
	No	2	18
	Sub Total	*11	
Were Industrial Arts and Home Economics effective in developing good work attitudes?	Yes	9	75
	No	3	25
	Sub Total	12	
Were Industrial Arts and Home Economics effective as vocational preparation?	Yes	6	55
	No	5	45
	Sub Total	*11	
Was training in citizenship effective?	Yes	12	100
	No	0	0
	Sub Total	12	
Was much progress made in typing?	Yes	7	100
	No	0	0
	Sub Total	*7	
	Yes	59	83
	No	12	17
	TOTAL	71	

*Some teachers did not respond to all questions, therefore some totals are not equal to twelve.

of the nine teachers responding indicated that the remedial work in mathematics and reading was effective and nine out of the eleven indicated that the teaching of communication skills had been done effectively. Seven teachers responded to the question on progress made in typing and all felt that satisfactory progress had been made, while all twelve teachers stated that the citizenship training had been effective.

The responses to the two questions about industrial arts and home economics show less favorable attitudes. Nine out of twelve or 75 per cent felt that these courses had been effective in developing good work attitudes. Only six out of eleven or 55 per cent felt that these courses were effective as vocational preparation. Of the twelve teachers responding, two were teachers of industrial arts, two were teachers of home economics, and the other eight were classroom teachers.

Purposes of Pre-Employment

Item fifteen of the teacher inventory asked the teachers to rank a list of five purposes of the pre-employment class. Space was provided so that the teachers could write in other purposes if such were thought to be more important than those listed. Eleven other purposes were listed by the twelve respondents. Three classroom teachers added five purposes, four of which were variations of one of the five stated purposes. The other seven were written in by the industrial arts and home economics teachers. The two home economics teachers added one new purpose each, one industrial arts teacher added two new purposes, and the other added three. This seems to point up a lack of agreement between the opinions of the classroom teachers regarding the purposes

of pre-employment and the opinions of the industrial arts and home economics teachers.

Table XXIII shows these purposes and the value attached to them by each group.

The values were determined as follows:

rank	value
1	5
2	4
3	3
4	2
5	1

The values for each group in Table XXIII is the sum of the individual values. There were four male teachers, four female teachers, and four home economics and industrial arts teachers. The values of the three groups were then added to give a total value for each "purpose". "To prepare a student to take a job by developing good attitudes and work habits", received a value of forty-eight. The next, with a value of thirty-seven was, "To provide a year for the students to mature and "find themselves"." There was considerable agreement on these first purposes but only six of the thirty-seven points came from the industrial arts and home economic teachers. The purpose in third place was, "To improve attitudes toward learning and then return the student to the regular program." This received a value of fourteen with half of this amount being contributed by the home economics and industrial arts teachers. The purpose that ranked fourth, "To prepare a student to take a job by

TABLE XXIII

TEACHERS' VIEWS ON THE PURPOSES OF THE PRE-EMPLOYMENT PROGRAM SHOWING VALUE GIVEN BY EACH GROUP

Purposes	Male Teachers	Female Teachers	Home Ec. Ind. Arts	Total	Rank
To strengthen academic deficiencies and then return the student to the regular program.	3	3	4	10	5
To improve attitudes toward learning and then return the student to regular program.	3	4	7	14	4
To provide a year for students to mature and "find themselves".	19	12	6	37	2
To prepare students to take a job by developing good attitudes and work habits.	15	17	16	48	1
To prepare a student to take a job by developing vocational skills.	7	8	0	15	3
To strengthen academic deficiencies.	2	4	3	9	6
To improve attitudes toward learning from any source.	5	0	0	5	0
To help the student re-evaluate himself as a worthy member of society.	0	5	0	5	0
To teach the student how to teach himself and provide assurance that achievement and learning is possible.	0	4	0	4	0
To prepare the student to realize he must live with and consider others, beginning with his family.	0	0	3	3	0
To stress importance of maximum application of student's ability to class work and life's work.	0	0	5	5	0

TABLE XXIII (continued)

Purpose	Male Teachers	Female Teachers	Home Ec. Ind. Arts	Total	Rank
Ability to listen to instructions and interpret.	0	0	5	5	0
Respect the authority of his superior (employer).	0	0	4	4	0
To stimulate students to listen to instructions carefully and carry them out precisely.	0	0	4	4	0
To familiarize students with job opportunities, working conditions and qualification.	0	0	2	2	0
To assist students in the discovery and development of personal aptitudes, interests, creative technical abilities, self-reliance and good judgment in an environment related to work	0	0	1	1	0

developing vocational skills", was given a value of seven by the male teachers, eight by the female teachers and zero by the shop teachers. Apparently the shop teachers do not see the program as one to develop vocational skills but rather one to develop good attitudes and work habits. The classroom teachers agree with the purpose of developing attitudes and work habits, but disagree to some extent with the shop teachers by saying this is also a year to mature and settle down. They disagree completely with the shop teachers by saying the students should gain some vocational skills which will help them obtain a job. Perhaps the classroom teachers are expecting too much from the shop teachers in this area.

Former Student Comments

The comments made by the former students were so varied that they were difficult to classify into a few groups. However, this attempt at grouping showed one thing clearly. Fifteen of the comments were concerned with the individual help received by the students from their teachers. This was nearly twice as many comments as were received in any other single area. Eight students said they liked the typing; seven stated that they like the all-boy, all-girl classes. Six others said there was too much "fooling around" while six others said they liked pre-employment because the work was easy and there were not many tests. The other comments were centered around the poor physical facilities, the like or dislike for certain subjects, and the liking for discussions. There were some comments which were critical of the program: "It was a complete waste of time", "It didn't teach you enough about working", "It didn't

help me get a job right away", were the three most critical. All of the other comments were very general.

Strengths and Weaknesses - Teachers' Views

Most teachers see the first year of the pre-employment program as a group guidance situation. Through group discussion and individual attention the students are helped to see themselves as worthy members of society. They come to realize that academic success is not the only success and so they are able to work on strengthening their academic deficiencies without being too concerned about where they stand with respect to others in the class. This helps to develop better attitudes toward school and provides a setting where the teacher can encourage the development of attitudes and personalities acceptable to the employer. The result is individual growth in attitudes, work habits, and academic abilities.

The shop teachers stated that the main weakness in the program was the underestimation of students' abilities. The standards were too low so that not enough was being demanded of the students. They were not learning to obey the rules and to take responsibility for their actions. For many students the pre-employment program was teaching them to take the easy way out.

The classroom teachers did not list these as weaknesses in the program. They felt that the main weakness of the program was the lack of physical facilities, resource material, and coordination. The classes were operating out of regular junior high schools and the

students did not feel a part of the school. In general, they were not accepted by the other students.

The fact that these classes were scattered caused a problem in coordination. This was viewed as a serious weakness in the program. This lack of consolidation and coordination was probably the reason for lack of direction in the program's curriculum.

The class organization, with one teacher teaching all subjects to a class, was viewed by others as a weakness. They felt that special remedial work needed to be done in different areas and this was a difficult task for teachers who were not remedial specialists in all subject areas.

In several areas there seemed to be conflict between the opinions of the classroom teachers and the shop teachers. This was evident in stating the purposes of the program and appears again in the statement of weaknesses in the program. Possibly the reason for these differences can be traced back to the lack of physical facilities. The four shop teachers were situated in a building by themselves, far removed from any of the schools sending them pre-employment students. They had ample opportunity to discuss their problems among themselves but only limited contact with the classroom teachers. A staff meeting was held once a month but this did not provide for a free informal exchange of opinions.

Also, the nature of the work being done in the shops was different, so that different demands were made on the students. In the shop situation, more freedom was essential and so the importance of obeying rules was increased. In the classroom the situation was more structured and

the control was not left up to the individual pupil but was maintained by the teacher.

Summary

In general, the teachers and former students had favorable attitudes toward the pre-employment program, but the attitudes of the former male pupils were not as favorable as were the attitudes of the other groups. The teachers and former students felt that there had been growth in the areas of attitudes and work habits and that the pupils had matured somewhat as a result of their pre-employment training. The students felt that the most progress in a subject area had been made in typing but that also their class had helped them to learn what an employer would expect of them. Nearly three-quarters of the students felt that they had learned something that was helping them with their present jobs. The students felt that the greatest strength in the program was the individual help they received from their teachers and the teachers in turn felt that the greatest strength was the group guidance situation in which the class operated.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study was undertaken to determine; (1) the attitudes of students, parents, teachers, and former students to the pre-employment program; (2) if these attitudes are dependent on certain aspects of the program; and (3) what teachers and former students feel are the strengths and weaknesses of the program.

I. MAJOR FINDINGS

Student and Parent Attitudes

Ninety-four per cent of the male pupils and 95 per cent of the female pupils indicated a favorable attitude toward the pre-employment program. The percentage of parents of male and female pupils with favorable attitudes was 90 and 92 per cent respectively. This represents an overall favorable attitude in 93 per cent of all persons in these four groups.

Socio-Economic Level

A dichotomous classification was used to divide the parents arbitrarily into two socio-economic groups. Parents with occupation in classes one, two, or three of the Blishen Occupational Scale were placed in the high group. The others were placed in the low group. The percentage of parents in each group was almost the same as the percentages found by Blishen for the Canadian population.

The general attitudes of parents and pupils seemed to be independent of the socio-economic level. There was no evidence to indicate that those with an unfavorable attitude to the program came from one or the other of the socio-economic groups.

Features of the Program

Pupil-teacher relationships. When all the questions concerning student-teacher relationships were grouped it was found that 92 per cent of the responses were favorable. This indicated a generally favorable attitude toward the pupil-teacher relationship which existed in the classes studied. Comments of former students indicated that many had been particularly impressed by the quality of pupil-teacher relationships.

Guidance. Five items were designed to determine parent and pupil attitudes toward the success or failure of the guidance in the program, which was carried out by the classroom teacher, rather than by guidance counselors. The summary of responses to these five items showed 87 per cent of the students and about 90 per cent of the parents to be favorable to the program. When the results for parents and pupils were combined on all questions, 88 per cent of the total had favorable attitudes toward the guidance being done.

Vocational value. Over 93 per cent of the parents felt that the work done in the academic classes and in the shops had vocational value for their children. Over 80 per cent of the students felt that their work in the pre-employment program would be of help to them in getting

a job. Ninety-two per cent of the boys felt that industrial arts would be of help to them but only 78 per cent of the girls felt that home economics would be of value to them. Apparently the students felt that shop would be of more vocational value to the boys than home economics would be to the girls, while girls felt that typing would be of more value to them than the boys felt it would be to them.

Academic level. Nearly two-thirds of the parents and students felt that the work done in the pre-employment class was at the right level. Almost one-third felt that it was too easy, but only 3 per cent said that it was too hard.

There was little agreement on the estimates of the academic level of the pre-employment class. More parents felt the class was at about a grade nine level than any other level. The parents who had made three or more contacts with the pre-employment class teachers during the year were not a great deal more consistent in their feelings on the academic level of the class than were the other parents.

Communication. Seventy-eight per cent of the parents indicated that they did not know as much about the pre-employment program as they would like to know. Ninety-five per cent of them felt the school was doing a good job in telling them of their child's progress and 85 per cent of them felt that direct communication was important. A significant relationship between attitudes to the whole program and attitudes toward home-school communication was evidenced. Only 32 per cent of the parents had had personal communication with their child's teachers three or more times.

Comparison with the Regular Program

Eighty-three per cent of the parents and pupils favored the pre-employment program over the regular program. Thirty students felt that they were better off in the regular program but of these thirty, only seven wanted to return to the regular program next year. Only one who felt he was better off in the pre-employment program wanted to return to the regular program.

Parents felt that more than 40 per cent of their children would have soon dropped out of school if it was not for the pre-employment program. A significantly larger percentage (68 per cent) of the students indicated that they would soon have dropped out of school had they not gone into pre-employment classes.

Ninety-two per cent of the parents and students indicated that they were in favor of a new school specially designed for the pre-employment classes.

Former Student and Teacher Attitudes

General attitudes. Seventy-one per cent of the former male pupils and 90 per cent of the former female pupils had favorable attitudes to the program. However, the attitudes of the present students was more favorable than the attitudes of the former students. Ten of the twelve teachers indicated favorable attitudes toward the program.

Areas of growth. Both former students and teachers indicated a growth in attitudes toward education, work habits, and maturity. The former students indicated the most improvement was made in typing, shop,

and home economics while the least improvement was made in science and language. The teachers felt that the remedial work in mathematics and science had been effective, that communication skills had been taught, and that effective training had been given in citizenship. They indicated that satisfactory progress had been made in typing and that industrial arts and home economics had been effective in developing good attitudes toward education and good work habits.

Value to employment. More than 80 per cent of the former students said that they had learned many things that an employer would expect of them and nearly 70 per cent said they had learned things which were of value to them in their present jobs. Former students particularly identified; (1) how to get along with other people; (2) certain business education skills; and (3) proper dress and grooming as valuable learnings in the program.

Post pre-employment training. Of the seventy-eight students responding, twenty-three had gone on to Victoria Vocational High School. Three remained only part of a year, thirteen completed one year, and seven completed two years. Fourteen students went back to grade IX in the regular program. Three did not complete the year and four were in grade IX at the time of the study. Of the seven who completed grade IX, one was in grade XII and one was in grade X, two had completed grade XI and one had completed grade X.

Strengths and Weaknesses

The former students indicated that a major strength of the program was the individual attention they received from the teachers. The weaknesses mentioned were lack of discipline within the classroom and lack of proper physical facilities.

The strengths mentioned by the teachers were very similar. They felt the major strength of the program was the group guidance situation where pupils were helped on a group and individual basis. The other strengths stated by the teachers included help to overcome academic deficiencies and work to improve attitudes and work habits.

The weaknesses in the program were expressed as being of two types. The first was similar to the students' comments concerning discipline but went further. Teachers indicated that not only was too little demanded of students in the keeping of rules, but too little was demanded of them academically. The second weakness concerned the problem of inadequate physical facilities and particularly the lack of coordination and consistency which resulted from having classes in six different locations.

Purposes

Four major purposes of the program, as perceived by the twelve teachers, seemed to be indicated:

1. To prepare students to take a job by developing good attitudes and work habits;
2. To provide at least a year for the students to mature and "find themselves";

3. To prepare a student to take a job by developing vocational skills;
4. To improve a student's attitudes toward learning, then to return him to the regular program.

II. MAJOR CONCLUSIONS

On the basis of the major findings of this study the following conclusions are drawn:

1. In general, attitudes toward the pre-employment program are favorable. The attitudes of pupils, parents, and teachers do not differ appreciably but the attitudes of the former pupils are somewhat less favorable than those of other groups.
2. The attitudes of parents and students in the high and low socio-economic groups do not differ significantly. From a socio-economic standpoint the group of parents having children in the pre-employment program does not appear to be different from the total population.
3. Attitudes toward the various aspects of the program, tested under the headings of pupil-teacher relationships, guidance, vocational value, and academic level were all favorable and there was no appreciable difference between the attitudes toward these aspects of the program and the general attitudes toward the whole program.
4. Home-school communication seemed to be an area of weakness. Few of the parents had had much contact with their child's teacher even though most of them thought this contact was important.

5. A majority of the parents and pupils favored the pre-employment program over the regular school program.
6. A large number of students would have dropped out of school if they had not entered the pre-employment program. Parents and students estimated the percentage of pupils who would have dropped out at between 40 and 70 per cent.
7. Of the parents and pupils responding, 92 per cent favored a new school for the pre-employment classes.
8. It is the opinion of the teachers that pre-employment students improve in their attitudes toward education, work habits, and maturity.
9. The pre-employment program has vocational value, but mostly in terms of personal relationships, dress and grooming, and to some extent, business education skills.
10. The major strength of the program seems to be the student-teacher interpersonal relationship.
11. The major weaknesses of the program seem to be the lack of proper physical facilities and adequate coordination.

The above conclusions answer the questions posed by the sub-problems on page 4. Student and parent attitudes were very favorable to the pre-employment program and the attitudes of the various groups did not differ markedly except for the former male pupils.

The pre-employment group did not appear to be socio-economically homogeneous. In fact, the socio-economic distribution of the parents of the pre-employment students seemed to be very similar to the socio-economic distribution of the Canadian population.

5. A majority of the parents and pupils favored the pre-employment program over the regular school program.

6. A large number of students would have dropped out of school if they had not entered the pre-employment program. Parents and students estimated the percentage of pupils who would have dropped out at between 40 and 70 per cent.

7. Of the parents and pupils responding, 78 per cent favored a new school for the pre-employment classes.

8. It is the opinion of the teachers that pre-employment students improve in their attitudes toward education, work habits, and [illegible].

9. The pre-employment program has vocational value, but mostly in [illegible].

10. [illegible]

11. The major weakness of the program seem to be the lack of proper [illegible].

[illegible] the attitudes of the various groups did not differ [illegible] pupils.

The pre-employment group did not appear to be socio-economically [illegible]. In fact, the socio-economic distribution of the parents [illegible]

The teachers and the former students felt that the major strength of the program was the high quality of the student-teacher interpersonal relationship which, in the view of the teachers, allowed for a continuing group guidance situation in the classroom. Probably because of this the parents and students felt that this program was more valuable to the students than would be the regular school program, and as a result, a majority of the parents and pupils were in favor of a single, specially designed school for the pre-employment classes.

III. INTERPRETATION AND IMPLICATIONS

The conclusions point out the following important considerations:

1. Since the major strength of the program is the teacher, continued care must be taken in selecting teachers for the pre-employment classes.
2. Some action needs to be taken to improve home-school communication. The parents of pre-employment students, generally, are concerned about their children but are reluctant to contact the teachers, even though they feel this contact is important and would like to know more about the program. As the program develops, changes, and stabilizes, parents must be kept informed.
3. The program is effective in keeping many potential drop-outs in school.
4. Doors must be left open so that pupils may return to the regular program either at the grade IX level or at a grade X level in a vocational program by bypassing grade IX.

5. Since attitudes, work habits, maturation, dress and grooming, and getting along with others seem to be so important, more effective ways of teaching these need to be found.
6. The implementation of plans for a new vocational school for these students will overcome the lack of proper physical facilities but will not necessarily overcome all problems. Coordination of the various aspects of the program may still be a problem. Agreement will be needed regarding the purposes of the program, the courses to be taught, and the most effective teaching method.
7. The attitudes of the former students were not as favorable as those of the present students. There are several possible reasons:
    (a) Improvement in the program since former students had left;
    (b) Present students are favorable to the program mainly because they are part of it;
    (c) Favorable attitudes to the program fade when the student realizes that good jobs are hard to get for the pre-employment student.

IV. PROBLEMS FOR FURTHER STUDY

This study is by no means exhaustive and leaves many unanswered questions. Some of the problems for further study follow.

1. What are the values held by the pre-employment student?
2. What is the rate and cause of dropout from the pre-employment program and how does this compare with the dropout rate and its causes in the regular classes?
3. What jobs are available for the graduate from this program?
4. Are there actual changes in attitudes, work habits, and level of maturity? If so, is it possible to measure these changes?
5. An intensive follow-up on the pre-employment students would be valuable. What jobs have they had, what training, what are their successes and failures, why did they lose their jobs, and what part of their training was of most help to them?
6. What are the opinions of employers regarding the effectiveness of the program?

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APPENDIX

INVENTORY OF PARENT OPINION

DIRECTIONS

How do you feel about the pre-employment class which your child attends? That is what we are asking you to tell us by filling in this inventory.

It is easy to do. It does not take very much time. You can answer it nearly as fast as you can read it. In most questions you just check (✓) the answer that tells how you feel.

DO NOT PUT YOUR NAME ON THIS PAPER. By making it impossible to know who says what, most people are more likely to say what they really think.

Use either a pencil or a pen in marking your answers.

Answer every question.

Fill out this inventory now if possible.

Place the completed inventory in the envelope and seal it. Have your child return this envelope to his teacher.

PERSONAL FACTS

In order to summarize the main body of the survey findings intelligently it is important for us to know some personal facts about you, both father and mother. Remember! Your name is not on this paper. There is no way this paper can be identified as having been filled in by you. Please be accurate in the following questions. Your cooperation is gratefully appreciated.

A. Which parent filled out the inventory?
___(a) The father (or step father or male guardian)
___(b) The mother (or step mother or female guardian)
___(c) Both together.

B. How far did the father and mother go in school? Please check the highest grade completed for both parents.

Check here for father		Check here for mother
_____	(a) Completed elementary	_____
_____	(b) Completed junior high school	_____
_____	(c) Some high school	_____
_____	(d) Completed high school	_____
_____	(e) Some university	_____
_____	(f) Completed university	_____

Put a check here ( ) if the father attended vocational, night or other special school.
Put a check here ( ) if the mother attended vocational, night or other special school.

C. What is the occupation of the father? _____

D. What is the occupation of the mother? (other than housewife)
_____

INVENTORY

1. In general are you satisfied or dissatisfied with the pre-employment class your child is attending?
___(a) Very well satisfied.
___(b) Fairly satisfied.
___(c) Slightly dissatisfied
___(d) Very dissatisfied

2. How well do you feel your child's pre-employment teacher understands your child?
___(a) Understands my child very well
___(b) Understands my child fairly well
___(c) Does not understand my child well
___(d) Does not understand my child at all

3. Do you think that your child feels "at home" in his class?
___(a) Yes, I'm sure he does
___(b) Yes, he probably does
___(c) No, not really
___(d) Very seldom

4. How often do you feel that your child has been treated fairly by his teachers this year?
___(a) All the time
___(b) Most of the time
___(c) Not too often
___(d) Very seldom

5. How much do the teachers seem to really care about your child?
___(a) They seem to care very much
___(b) They seem to care quite a bit
___(a) They don't seem to care too much
___(d) They don't seem to care at all

6. How does your child feel about his teachers this year?
___(a) He seems to really like them
___(b) He seems to like them quite well.
___(c) He does not like them too much
___(d) He does not like them at all

7. Do you think your child's class has helped him mature or grow-up?
___(a) Yes, very much
___(b) Yes, to some extent
___(c) No, not much
___(d) No, not at all

8. Do you feel that your child's class has helped him better understand his own strengths and weaknesses?
___(a) Yes, very definitely
___(b) Yes, to some extent
___(c) No, probably not
___(d) No, definitely not

9. Do you feel that your child is getting more help with certain personal problems in his pre-employment class than he would get in a regular class?
___(a) Yes, much more
___(b) Yes, a little more
___(c) No, not as much
___(d) No, not nearly as much

10. How much help is your child receiving in deciding what he will do next year?
___(a) A great deal of help
___(b) Quite a bit of help
___(c) Not much help
___(d) No help at all

11. Do you feel your child is receiving some guidance in making a wise occupational choice?
___(a) Yes, very definitely
___(b) Yes, to some extent
___(c) No, not enough
___(d) No, none at all
___(e) Too early to think about an occupational choice

12. How much of what your child is studying in his pre-employment class do you think will be useful to him later on in everyday living?
___(a) A great deal
___(b) A fair amount
___(c) Not too much
___(d) Very Little

13. What are your feelings about the industrial arts, home economics and typing courses as far as future employment is concerned?
___(a) They will be a great deal of help
___(b) They will be of some help
___(c) They will be of very little help
___(d) They will be of no help at all

14. How do you feel about the amount of time being given to these courses?
___(a) Not enough time
___(b) About right
___(c) Too much time
___(d) Far too much time

15. What do you feel is the academic level of the pre-employment classes?
___(a) Lower than grade seven or eight
___(b) Grade seven or eight
___(c) About grade nine
___(d) About grade ten
___(e) I don't know

16. Do you feel this academic level is about right?
___(a) Yes
___(b) No
___(c) I don't know

17. How do you feel about the work your child has been studying in his class?
___(a) Too hard
___(b) Just right
___(c) Too easy

18. Do you feel that the general knowledge your child is getting from courses like social studies and language is important to him?
___(a) Yes, very important
___(b) Fairly important
___(c) Not too important
___(d) Not important at all

19. Do you feel that the general knowledge your child is getting from courses like mathematics and science is important to him?
____(a) Yes, very important
____(b) Fairly important
____(c) Not too important
____(d) Not important at all

20. How many times have you spoken to your child's teacher either personally or on the telephone?
____(a) Never
____(b) Once or twice
____(c) Three or four times
____(d) Many times

21. Do you feel that direct communication gives you a better idea of your child's progress in the pre-employment program?
____(a) Yes, very definitely
____(b) Yes, it probably does
____(c) No, not to any great extent
____(d) No, not at all

22. Do you know as much about the pre-employment program as you would like?
____(a) Yes
____(b) No

23. How good a job is the school doing in telling you about your child's progress?
____(a) A very good job
____(b) A fair job
____(c) A poor job
____(d) A very poor job

24. Do you feel the teachers are more understanding of your child's educational needs than in the regular program?
____(a) Yes, very definitely
____(b) Yes, probably
____(c) No, not really
____(d) No, definitely not

25. Do you feel that the pre-employment program is better suited to your child's needs than the regular school is?
____(a) Yes, very definitely
____(b) Yes, probably
____(c) No, not really
____(d) No, definitely not

26. Do you feel that your child has made more progress or less progress this year than if he had stayed in the regular school?
___(a) Much more
___(b) A little more
___(c) A little less
___(d) Much less

27. If your child had not gone to the pre-employment class do you think he would have stayed in school?
___(a) Yes
___(b) Probably
___(c) Likely not
___(d) No

28. Do you think your child is more interested in his school work now than he was in the regular school?
___(a) Yes
___(b) Probably
___(c) Likely not
___(d) No

29. What would you like your child to do next year?
___(a) Continue with a second year of pre-employment at McKay Avenue School
___(b) Return to the regular school program
___(c) Get a job
___(d) I don't know

30. Do you favor grouping all the pre-employment classes in a single school especially designed for this?
___(a) Yes
___(b) No

31. What is the one thing you like most about your child's pre-employment program? _____

_____

32. What is the one thing you dislike most about the program? _____

_____

_____

33. If there are any suggestions or comments write them here. _____

_____

_____

INVENTORY OF PUPIL OPINION

DIRECTIONS

How do you feel about the pre-employment class you attend. That is what we are asking you to tell us in this questionnaire.

The questions are easy to answer. In most questions just check (✓) the one answer that tells how you feel.

This is not a test. Except for the first questions concerning personal facts there are no right or wrong answers. You are simply to tell how you feel about pre-employment.

Do not put your name on this paper. It is not important for us to know who answered the questions.

Use pencil or pen.

Read each question carefully. Try to understand each question before you answer it. If there are any questions you do not understand, please ask the instructor for help.

Answer every question. Before you turn in your paper, go back over it to make sure you have answered every question.

PERSONAL FACTS

A. What is your present age?

____(a) 15
____(b) 15½
____(c) 16
____(d) 16½
____(e) 17
____(f) 17½
____(g) 18
____(h) 18½

B. What is your sex?

____(a) Male
____(b) Female

C. What was the last grade you attended before taking pre-employment?

____(a) Six
____(b) Seven
____(c) Eight
____(d) Nine

D. Who are you living with?
___(a) Mother and father
___(b) Mother
___(c) Father
___(d) Guardian

INVENTORY

1. In general are you satisfied or dissatisfied with your pre-employment program?
___(a) Very well satisfied
___(b) Satisfied
___(c) Dissatisfied
___(d) Very dissatisfied

2. How well do you feel your teachers understand you?
___(a) Very well
___(b) Fairly well
___(c) Not very well
___(d) Not at all

3. Do you feel "at home" in your pre-employment class?
___(a) Yes, I do
___(b) Yes, most of the time
___(c) No, not too often
___(d) No, I do not feel "at home"

4. How often do you feel that you are being treated fairly by your teachers this year?
___(a) All the time
___(b) Most of the time
___(c) Not too often
___(d) Very seldom

5. How much do your teachers seem to care about you?
___(a) Very much
___(b) Quite a bit
___(c) Not too much
___(d) Not at all

6. How do you feel about your teachers this year?
___(a) I really like them
___(b) I like them quite a bit
___(c) I do not like them too much
___(d) I do not like them at all

7. Do you think your pre-employment class has helped you mature or grow up?
___(a) Yes, a great deal
___(b) Yes, to some extent
___(c) No, not too much
___(d) No, definitely not

8.) Do you feel that your pre-employment class has helped you understand yourself, your strengths and weaknesses?

___(a) Yes, very much
___(b) Yes, a little bit
___(c) No, not too well
___(d) No, not at all

9.) Do you feel that you get more help with certain personal problems in pre-employment than you would get in a regular class?

___(a) Yes, very definitely
___(b) Probably
___(c) No, probably not
___(d) No, definitley not

10.) How much help are you getting in deciding what you will do next year?

___(a) A great deal of help
___(b) Quite a bit of help
___(c) Not much help
___(d) No help at all

11.) Do you feel that you are receiving some guidance in making a wise choice of a job?

___(a) Yes, very definitely
___(b) Yes, to some extent
___(c) No, not enough
___(d) No, not nearly enough
___(e) It is too early to think about choosing a job

12.) How do you feel about the following courses as far as helping you get a job?

Home Economics and Industrial Arts

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

Typing

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

Mathamatics

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

Science

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

Language and Reading

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

Social Studies

___(a) It will be a great deal of help
___(b) It will be of some help
___(c) It will be of very little help
___(d) It will be of no help

13. What do you feel is the grade level of the material you are taking in pre-employment?
___(a) Lower than grade seven
___(b) About grade seven or eight
___(c) About grade nine
___(d) About grade ten

14. Do you feel that this level is about right?
___(a) Yes
___(b) No

15. How do you feel about the work you have been studying in your class?
___(a) Too hard
___(b) Just right
___(c) Too easy

16. Do you feel the general knowledge you get from social studies and language is important to you?
___(a) Yes, all of it is
___(b) Yes, most of it is
___(c) No, not much of it is
___(d) No, none of it is

17. Do you feel that the general knowledge you get from mathematics and science is important to you?
___(a) Yes, all of it is
___(b) Yes, most of it is
___(c) No, not much of it is
___(d) No, none of it is

18. Do you feel that you were better off in the regular school than you are in the pre-employment program?
___(a) Much better off
___(b) A little better off
___(c) Not as well off
___(d) Not nearly as well off

19. Do you feel the pre-employment teachers are more understanding or less understanding of your school needs than teachers in the regular program?
___(a) A great deal more understanding
___(b) A little more understanding
___(c) A little less understanding
___(d) A great deal less understanding

20. Do you feel that you have made more progress or less progress this year than if you had stayed in the regular school?
___(a) Much more progress
___(b) A little more progress
___(c) A little less progress

21. If you had not gone to pre-employment do you think you would have soon dropped out of school?
___(a) Yes, definitely
___(b) Yes, probably
___(c) No, probably not
___(d) No, definitely not

22.) Is your school work more interesting now than it was in the regular school?
___(a) Yes, much more interesting
___(b) Yes, a little more interesting
___(c) No, not quite as interesting
___(d) No, not nearly as interesting

23.) What would you like to do next year?
___(a) Continue with a second year of pre-employment at McKay Avenue School
___(b) Take grade nine
___(c) Get a job
___(d) I don't know

24.) Would you like to have all the pre-employment classes in a new school especially designed for them?
___(a) Yes
___(b) No

25.) What is the one thing you like most about your pre employment class?

_____

_____

26) What is the one thing you dislike most about your pre-employment class?

_____

_____

_____

_____

27) If you have any suggestions or comments write them here.

_____

_____

_____

_____

McKay Avenue Lab. School
EDMONTON, Alberta

Dear _____,

It has been at least a year and probably several years since you were in the Pre-Employment Program. You may have found your class very helpful or you may have felt it was a waste of time. In order to help us determine how effective these classes have been in the past, we would like you to fill in the enclosed questionnaire as soon as possible and return it in the addressed, stamped envelope.

What we are asking you to tell us in this questionnaire is how you feel about the pre-employment class you attended. Please follow the directions on the first page of the questionnaire. It will only take a few minutes of your time. If you can, fill in the questionnaire now and mail it today.

Your cooperation in this matter is greatly appreciated.

Yours truly,

FORMER STUDENT INVENTORY

DIRECTIONS

This questionnaire is easy to fill in. In most questions you just check the answer that tells how you feel.

Do not put your name on the paper.

Read each question carefully. Be sure you understand each question before you answer it.

Answer every question. When you are finished go back over it to make sure you have answered every question. Then place the completed paper in the addressed, stamped envelope and mail it today.

INVENTORY

1. Please state the following:
___(a) Present age_____
___(b) Sex_____
___(c) What year you attended a pre-employment class_____
___(d) Your present job_____

2. In general, were you satisfied or dissatisfied with the pre-employment class you attended?
___(a) Very well satisfied
___(b) Somewhat satisfied
___(c) Somewhat dissatisfied
___(d) Very Dissatisfied

3. Do you feel that your pre-employment class helped improve your attitude toward learning?
___(a) Yes, very definitely
___(b) Yes, a small amount
___(c) No, not much at all
___(d) No, definitely not

4. Do you feel this training helped you improve your work habits?
___(a) Yes, very definitely
___(b) Yes, a small amount
___(c) No, not much at all
___(d) No, definitely not

5. In which of the following subjects do you feel you made the most progress during the year you spent in pre-employment? (You may check more than one)

____(a) Science
____(b) Language
____(c) Reading
____(d) Mathematics
____(e) Typing
____(f) Industrial Arts or Home Economics

6. In which one of the following subjects do you feel you made little progress during the year you spent in pre-employment? (You may check more than one)

____(a) Science
____(b) Social Studies
____(c) Language
____(d) Reading
____(e) Mathematics
____(f) Typing
____(g) Industrial Arts or Home Economics

7. Do you feel that your pre-employment training helped you"grow up"?

____(a) Yes, very definitely
____(b) Yes, quite a bit
____(c) No, not very much
____(e) No, hardly at all

8. If you knew someone who was thinking about taking pre-employment training next year what would be your advice to him?

____(a) Take it, it is really great
____(b) Take it, but do not expect too much
____(c) Do not take it if there is anything else to do
____(d) Do not take it, it is a waste of time

9. Do you think your pre-employment class helped you know what an employer expects of you?

____(a) Yes, very definitely
____(b) Yes, to some extent
____(c) No, I do not think so
____(d) No, definitely not

10. Did you learn anything that is helping you in your present job?

____(a) Yes, a lot
____(b) Yes, a little
____(c) No, I do not think so
____(d) No, definitely not

11. If you did learn something that is helping you in your present job, please write what it is._____

12. What did you like best about your pre-employment class?_____

13. What did you dislike most about your pre-employment class?_____

14. If you have any suggestions or comments write them here._____

15. Please list here any schooling or training you have had since leaving pre-employment._____

_____

_____

_____

_____

_____

_____

16. Please list here all the jobs you have had since leaving pre-employment. Indicate whether full time or part time._____

_____

_____

_____

_____

_____

_____

INVENTORY OF TEACHER OPINION

DIRECTIONS

How do you feel about the pre-employment program? That is what we are asking you to tell us by filling in this questionaire. In most cases you just check (✓) the answer that most nearly expresses how you feel.

It seems that most of the pre-employment teachers are not really satisfied with the program. They all realize that the program could be better but there is little agreement as to how to bring about the necessary changes. Rather than filling in the questionaire by looking at the program in absolute terms please answer in terms of the alternatives available to the pre-employment student.

Please do not put your name on this paper.

INVENTORY

1. What is your present position with respect to pre-employment classes?
___(a) Classroom teacher of boys
___(b) Classroom teacher of girls
___(c) Home economics teacher
___(d) Industrial arts teachers

2. In general are you satisfied or dissatisfied with the job the pre-employment program is doing for the student?
___(a) Very well satisfied
___(b) Mildly satisfied
___(c) Mildly dissatisfied
___(d) Very dissatisfied

3. In general do you feel that the students have improved in their attitude toward learning during the year?
___(a) Yes, very definitely
___(b) Yes, to a limited degree
___(c) No, not really
___(d) No, definitely not

4. Have you noticed improvements in work habits?
___(a) Yes, very definitely
___(b) Yes, to a limited degree
___(c) No, not really
___(d) No, definitely not

5. How effective do you feel the remedial work in mathematics has been?
___(a) Very effective, most students have improved greatly.
___(b) Somewhat effective, most students have made some progress.
___(c) Not very effective, very little improvement.
___(d) Definitely ineffective, no improvement in most cases.

6. How effective do you feel the remedial work in reading has been?
___(a) Very effective
___(b) Somewhat effective
___(c) Not very effective
___(d) Definitely ineffective

7. How effective do you feel the year has been in developing communication skills?
___(a) Very effective
___(b) Somewhat effective
___(c) Not very effective
___(d) Definitely ineffective

8. Do you feel your students made much progress in typing?
___(a) Yes, very definitely
___(b) Somewhat
___(c) Not very much
___(d) No, hardly any

9. How effective do you feel the industrial arts and home economics courses are in developing good work attitudes?
___(a) Very effective
___(b) Somewhat effective
___(c) Not very effective
___(d) Not effective at all

10. How effective do you feel the industrial arts and home economics courses are as vocational preparation?
___(a) Very effective
___(b) Somewhat effective
___(c) Not very effective
___(d) Not effective at all

11. How much training in citizenship, do you feel, was received by the students?
___(a) None
___(b) Very little
___(c) A moderate amount
___(d) A good deal

12. How many field trips did your class go on? Write in number _____

13. In general, how effective were these field trips?
____(a) Very effective
____(b) Somewhat effective
____(c) Not very effective
____(d) Ineffective

14. In general, do you feel your students have matured in their outlook on life and its problems?
____(a) Yes, very definitely
____(b) Somewhat
____(c) Not very much
____(d) No, hardly at all

15. Here is a list of five purposes of the pre-employment 1 class. Rank these in order of importance using one (1) to indicate the most important and five (5) to indicate the least important. If you feel some purposes have been omitted please write them in and rank in order with the original five. Extend your numbering to include these additions.
____(a) To strengthen academic deficiencies and then return the student to the regular program.
____(b) To improve attitudes toward learning and then return the pupils to the regular program.
____(c) To provide a year to mature and "find themselves".
____(d) To prepare students to take a job by developing good attitudes and work habits.
____(e) To prepare a student to take a job by developing vocational skills.
____(f) Others _____
____(g) _____
____(h) _____

16. In general, what do you feel is the main strength of this program?
_____
_____
_____

17. In general, what do you feel is the main weakness of this program?
_____
_____
_____

18. Suggestions and comments _____
_____
_____
_____